

Childhood Education

Children

Work with Ideas

January 1961



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**For Those
Concerned with
Children 2-12**

**To Stimulate Thinking
Rather Than Advocate
Fixed Practices**

Childhood Education

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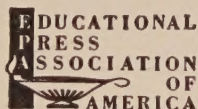
Children Work with Ideas

Volume 37

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Willingness to try a new experience (see page 225, column 1).

Children Work with Ideas

"I WAS THINKING," ALICE SAID VERY POLITELY, "WHICH IS THE BEST way out of this wood?"

Once again elementary teachers face a dilemma. In the 1960's we all can have considerable sympathy for Alice and also for the teacher who cried, "Just once I'd like to face a question which has only one side!" But the problem of instruction for children's mental development has at least two main sides, and we are torn between current pressures for making education intellectually tough and our desire for well-rounded experiences for all boys and girls.

All of us, parents and teachers alike, agree on the aim that we want our children to "learn to think clearly." We want them to know the facts, understand important concepts, and use these in solving problems, criticizing shady proposals and creating originals. Perhaps some parents and teachers make the mistake of believing that "learning to think" is learning one unitary skill but there is general agreement that the aims of education must include ability to work with ideas, to achieve understandings, and sometimes to function at quite abstract levels.

The teacher's dilemma occurs, then, not in acceptance of the worth of activities for developing clear thinking, but in the *how*, *when* and *how much*. If we give a great deal of time and energy to such facts as arithmetic combinations, basal reading vocabulary or lives of people important in our country's history, are we neglecting other desirable developments such as growth in social skills, ability to solve a group problem, or understanding of values contained in such words as *liberty* and *justice*? If we accept that "social adjustment" is not a bad word, certain newspaper editorials and admirals to the contrary, then we cannot see the school as concerned exclusively with children's mental development. Perhaps the time has come to wage a new battle for curricula that stimulate children's all-round development. Especially must we wage this at the elementary school level.

The problem of teachers—and of this issue of CHILDHOOD EDUCATION—is, therefore, not that of exclusive emphasis on factual drill or tough problems. It is one of combining the best types of challenge to mental activities with the all-round development of children. The problem is to have children develop into well-rounded people who are alert to new ideas, ready to tackle tough problems, sensitive to differences between the shoddy and the beautiful, and willing to try out ideas by themselves or in the group. Desirable intellectual development is part of a total, harmonious development.

Fortunately we have the material to work with. Although the London

Punch is best known as a magazine of humor, one of its serious articles recently described children as follows:

"Very small children, like adults, can be volatile, stolid, imaginative, moody, secretive, charming, unattractive, irresistible, talkative, inarticulate, practical, stubborn, pliant, aggressive, bouncy, lethargic and anything else you like to name. Just like adults, there are some you want as close friends and confidants, and some with whom it is only going to be possible to maintain a politely barbed truce."

The complexity of the child's thinking is illustrated in Kenneth Wann's article on the fours and fives (September 1960 *CHILDHOOD EDUCATION*). Even the very young have the capacity to work with a wide range of ideas.

If the teacher accepts the fact that the youngest child in school has had many experiences on which to build and is motivated by curiosity and enterprise, some planning along different lines of mental activity is in order. Although psychologists have only begun to explore the aspects of mental life, there is considerable agreement on these points: The materials of thinking are multitudinous; the processes of thinking are probably very few. Children may know or have hundreds or thousands of percepts, memories and concepts; but they use them in only four or five different ways. The simplest of these is probably *associative thinking*, putting two or more things together as in a printed symbol and the word it stands for. More complex is what one psychologist calls *convergent thinking*, a series of associations or other experiences gradually building up concepts or depth of understanding of important ideas. Another type of thinking may occur in *problem-solving* with its interchangeable steps of identification, data gathering, hypothesizing and testing. Such testing comes close to a related activity sometimes called *critical thinking*. And finally there is the production of new and fresh objects and ideas often labelled *creative thinking*. The fact that research can identify only these four or five main types of thinking is of enormous importance to all teachers. Thinking activities must be varied in the typical classroom, but this variation exists largely in the materials—in the wide range of ideas or the content of the modern curriculum. In aiming to develop better thinking the teacher can conceptualize a child's growth in the relatively simple four or five categories.

The aims for thinking are not complicated, but classroom possibilities are vast. Research studies suggest that even kindergarten children are capable of all of these five main types of thinking; and parents may expect their child in the primary grades to be doing each of these in the language arts, in quantitative understandings, in social interaction and in the ever-widening impacts of science on our lives. Recent issues of *CHILDHOOD EDUCATION*, as well as the current one, give many specific ways for providing practice in working in these ways with ideas.

David H. Russell is professor of education, School of Education, University of California, Berkeley.

Teachers' Ideas Count, Too

As educators working with children, our responsibility to be continuous learners is heavier than that of others. How then can we become better learners?

FROM THE GREAT WEALTH OF IMPRESSIONS and information available today, children are busier than ever with sorting, testing, tying together and extending their ideas. As always, we ourselves are intent on finding out what children know and what they feel they need to know as they try to make increasing sense out of their world. If we are to help them add up what they are learning so that it becomes significant, we know we have to be with them all the way on their journey to greater understanding.

We know that we must keep our own maps for this journey up to date. The modern age, we are told almost daily, is characterized by a vastly accelerated rate of change. We have lived through a great deal of change in our own lifetimes. We have seen the birth of the atomic age and now of the space age. We have seen the death of the old colonialism and the rise of a new nationalism all over the world. We have seen the growth of the mass media and a mass society and of our fears of what conformity could mean to a dynamic culture.

Yet, so we are assured, such changes are but a beginning. One of the few certainties is that tomorrow's will be a new world. In today's rush and revolution, psychologists are telling us, it becomes doubly important to mental health and

learning that the individual remain unthreatened by change. We are told that we will have increasing need to live with the uncertain and the ambiguous. As Americans, most of us may already have been educated to change. We marvel at the new machine and seek out the latest timesaver. But as teachers we must do more than learn to live with or even welcome change. To the extent that we can, we must try to understand it.

When old ideas fail us . . .

The fourth-grade teacher whose children had so many questions about space last fall may well continue to wonder whether she made the right decision. After all, she did have so much material ready on seed dispersal . . . and children have always been interested in and do learn a great deal from such study. Perhaps later this spring she may return to their questions . . . but she wishes she herself knew more about space and how to separate fact from fantasy, the possible from the impossible.

The beginning teacher of second grade whose student teaching was in a small college town may well wonder, as she tries to teach something about community helpers to the children in the new school in the Cleveland outskirts, just what they are getting out of it. She herself had a

hard time finding the suburb. It is not a town exactly, more like three or four shopping centers and a cluster of subdivisions around each. And the children . . . what should they be learning about urban development? And whatever happened to the milkman—and his horse?

All year the sixth-grade teacher has been dreading the time when they will have to take a look at Africa . . . What is going on over there anyway? What should the children be helped to understand about it?

Yes, if we are to help children understand, then we need to understand as much as we can ourselves. We need to keep our maps of the way to understanding under continuous revision. Otherwise, we may be of little help because we don't sense where children may need to go—or we may limit their traveling ahead because our own understandings no longer extend far enough.

. . . then we know we need to gain new ideas

What we are faced with is no more than that which faces every other adult in today's world of accelerated change and rapid increases in knowledge. All of us must learn to be more conscious of the need to be continuing learners. But our responsibility is heavier than that of many others since we work with children. How can we become better learners ourselves?

For one thing, we have a great resource for learning with us every day—the children in our classrooms. They, too, are learning from the world around them. Television and picture magazines, for example, are feeding their awareness with thousands of images of what the world is like and how people behave. Travel—not merely the longer weekend or summer trips but also the shopping

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expeditions that are a daily event in the lives of many families—is multiplying the experiences of children. Even very young children have experiences with what other people look like and how they live, with what there is to buy and sell, with the surrounding environment in which people and things are to be found in so many kinds of relationships. As we make it possible for children to check out what they know or think they know, we can begin our search for new frameworks of meaning. What their experience seems to be telling them is significant should tell us something, too.

We can press back from the experience of children as they reflect it to the sources from which they gain impressions and information. We ought to take the mass media more seriously than, as educated persons, we sometimes do. The experts in communication are contending that a true revolution is taking place not only in the flooding in of information but also in its shape. The flood comes as a whole, the raw material of multisensory impressions from which meanings have to be made. They are telling us that the professional accustomed to serving as mediator between the raw material of direct experience—the editor, the critic, the teacher—may have to find new roles to perform in guiding the consumer of these newly abundant riches for learning (and for mislearning).

One major need—to venture out

We need, too, to venture out ourselves much more intentionally on true journeys of understanding, to become more conscious of all there is to be learned at

firsthand. The concentration of two-thirds of our population in 192 urban areas and the trend toward the merger of these areas into mammoth urban strips are things we can study as we travel from Chicago to Detroit, from San Diego to Los Angeles or from Pittsburgh to Toledo. What is happening to where and how many people live? To traffic patterns? To the community concepts of which we used to be so certain?

Or, if we have more time, we can tour the New South or the New West. Why the movement of new millions into Florida? What do the new chemical plants around the Gulf of Mexico between Mobile and Corpus Christi suggest about a changing way of life in the South and in the nation? How can a city like Phoenix, 400 miles from a major market, become a center of the electronics industry? What is happening in the great migration to the coastal cities and rich valleys of the West Coast?

And, of course, as jet flight brings the expense in time and money within reach of most of us, countless more thousands of us every summer will be making study trips over the wider world. We will be journeying more frequently and farther afield—to Latin America, Western Europe, Scandinavia; to the Mediterranean; to the Near East; and eventually and increasingly to Africa and the Far East.

We must upgrade study programs

Finally, if we are really to keep our maps up to date in order to be better guides to children on their way, we will have to reach for a new level of professional earnestness in all our study programs—our personal reading and study, our inservice programs, our college work in the summer, and the activities we plan through professional associations. With insights based on new knowledge in the behavioral sciences, we can learn more from children as we do listen for all they have to tell us. We need help from those who are best informed about the mass media and the mass culture in order to fully perceive and deal with what children and we ourselves are learning from these sources. Our ventures at firsthand into the world around us will become a better laboratory for our learning as we gain deeper insights into contemporary sociology, geography, economics and the like.

The road ahead is uncertain for us all, adults as well as children. We need to make sure that we have all the light we can procure to help us find our way through together. If we move as we must into a fully professional awareness of our task, then we can keep our own ideas clear and current and become the guides who help children develop and use ideas of their very own.

Homework

When Bruce came home from kindergarten his grandmother, who was baby-sitting that day, said, "Change your school clothes now, Bruce."

Bruce said, "I can't, Grandma. I have to do my homework."

"Homework?" asked his grandmother. "What homework do you have to do?"

Bruce replied, "I have to look at books."

Listen! The Children!

Listen to children! They speak through many media, not with words alone. We shall have to listen sensitively if we are to teach them values sounder than those we have used. Lucy Nulton is a teacher at P. K. Yonge Laboratory School, University of Florida, Gainesville. Lena Rexinger is in the Division of Education, Arkansas Polytechnic College, Russellville.

HERE THEY ARE, THIRTY OF THEM, IN a classroom furnished with ideas! Jimmy is making a flag for the brakeman to use on our train. A group of children around Ruth is rummaging in the dress-up box for clothes that will suggest a fairy godmother. In another corner a group is experimenting with words, trying *them* on to express the scorn of the witch who feels sure of her magic. In other places in the room children are busy with magnets, paints, building blocks, auto harp, globe, dictionary and other sources.

Every classroom is filled with ideas. It cannot be otherwise when it is occupied by twenty-five or thirty children. Each child fills it with ideas—whether we recognize this or not. When there are also available a wide variety of good books, varied raw materials, tools for doing and making, art materials, music and things of beauty, the room is full and overflowing. The children speak, explain, argue, discuss, plan, state judgments, question, dramatize, become frustrated, rebel, accept too apathetically, hide themselves, charge out in intellectual and emotional fervor. Listen! The children speak!

Behavior, a Forceful Language

Sometimes children can speak with clear, perceptive words. Often they can speak only through their behavior. Behavior is a language which may tell more than words, with greater forcefulness. Both verbal and behavioral language require perceptive interpretation.

The classroom that is furnished with ideas offers many beckoning directions by which teacher and children may explore relationships, delve into fields of subject matter, form concepts, organize and test knowledge, and draw generalizations. Here there must be choice, as there must be choice in all aspects of life.

In genuine choosing the child expresses his real self. We see that self reflected in many acts.

"Almost, it talks to you," says Danny, the five-year-old geologist, holding the smooth chalcedony against his cheek, and we know that it holds meaning for one whose life is already filled with bereavements and insecurities.

Rejection Speaks, Too

What the child rejects tells us much, also. His refusing, ignoring, overlook-

ing, turning his back upon, say as eloquently as the old fairy tale, "This is none o' I!"

"I'm a kissing kind of little girl, Mommy. You'll just have to make up your mind I'm like that and not try to change me," says six-year-old Jean Marie, resisting pressures of her perfectionist mother with a quick hug and sage words.

"Almost every night I have dreams that are real interesting and exciting. Sometimes they're just exactly like TV. Sometimes they're things I make up and create myself. And sometimes they're a mixture. I just love dreams!" confides Rebecca at lunch—Rebecca who seldom says anything except through acrobatics and dancing.

If children feel free to speak to us they tell us directly or subtly of their worries.

"When I'm university-age," ask the eight-year-olds repeatedly, "will boys still have to go spend two of their years getting ready for war?" And cold chills run down our spines as we look into their eyes.

"No," says the eleven-year-old as we gaze through the telescope at Saturn and Mars. "No! I don't think it would be exciting to go to other planets. It's bad enough to have a World War. If we learn how to get to other planets it would just be a Universe War. And I don't want to get dragged into it!"

Values To Meet the Future

Listen! The children speak of the future! What are they saying? "Cuba's awfully close, isn't it?" asks the seven-year-old Florida child, looking at the small, blue channel on the map after hearing Castro the night before. "And ninety miles isn't far for the Russians to come. I lived in Japan once with my

daddy and it's lots farther away than that."

Knowing—very knowing and sophisticated yet fearfully not-knowing are such words from children. How do we speak in reply? How do we help them form attitudes better than ours—for our old attitudes will not solve the problems these children must meet in a new universe relationship with "over-kill" power. Listen! We shall have to listen sensitively if we are to teach them sounder values than we, ourselves, have used.

Ideas come from within people. They develop out of what children are saying through behavior or words and out of what mankind has said. They may be scientific and mathematical ideas—with in this era they are likely to be—but science and mathematics aren't the only ideas children are having nor are they the only ones for mankind to be considering now. Ideas may have to do with matters of deeper import, even, than whether mankind continues to exist.

Testing Ideas

Children must have an opportunity to experiment with ideas as well as with materials. Children speak to us of those mental explorations through tentative generalizations and through innumerable questions. "How did the ocean get so deep?" "What happened to the prehistoric animals so that they became extinct?" "Why do we have wars?" "Was it the fear in themselves that made the colonists fight the Indians?"

All children need to try out ideas; to fumble, test, rearrange thinking and evaluate results.

An idea, and the proof of the idea, do not form in a hurry. It takes time to think, to try out, to prove or disprove, all the while expressing in words and actions along the way. We are too prone



Photo by Robert Krebs

Counting chain helps Jane check what she has read.

Dramatic play puts ideas to use.

Photo by Myron Cunningham



to hurry children—too impatient with time.

The second-grade children were working in their garden when a small cluster of angry, red faces came rushing over to the far side where the teacher was helping another group plan.

"Oh! Miss N., Peter said something awful! He said—he said—Peter said you're a fool!"

"He did? Well, now, maybe he's right. How did he happen to say that?" Probably the teacher's relaxed smile was as reassuring and intellectually stabilizing as her words. "Let's go over and find out why he thinks I'm a fool."

Peter with flaming red hair, fiery temper and reddening face stood his ground as teacher and buzzing children approached.

Teacher smiled wholeheartedly, probably with the love and respect she felt for this fiery little rebel gleaming in the smile, as she inquired, "Peter, the children say you think I am a fool. Could you please tell me what makes you think so?"

The red deepened and the freckles stood out, but his legs were sturdy and his eyes clear.

"Well, I do think anybody's a fool to think just these boards and some

**Puzzles add meaning
and fun to arithmetic.**



Photo by Robert Krebs



Making cookies

Photo by Robert Krebs

**Copying and
illustrating recipes**



*Photo by
Myron Cunningham*

*Photos, courtesy P. K.
Yonge Lab. School, Univ.
of Florida, Gainesville*

plants' roots will stop the rain a-pourin' down this hillside from washin' a ditch in our garden."

It was an engineering problem for preventing erosion. Perhaps it wouldn't work. Perhaps we had chosen the wrong plants to cover the boarded earthen dam with a thick network of roots. Only time and the elements could test the theory and the odds were long. These were explanations. But proof Peter could accept and did when *seven months later* he voluntarily came, honest with scientific spirit, and said to the teacher, "I see I was wrong when I called you a fool 'bout stoppin' that erosion in our garden. It did work. I'd never ha' thought it."

Seven long months it took to set up the hypothesis, do the necessary labor, examine results, and arrive at a conclusion. Peter and the children learned the scientific process, learned to wait without forgetting, learned to respect ideas and personalities, learned to respect a democracy where a teacher dared admit she might be wrong and a child might be right. This kind of learning comes only when we listen to the children.

Only in an atmosphere in which the child feels he is respected will wholesome growth take place. When the adult listens with faith in the child, he returns that faith. He is enabled to do and say those things which are necessary to his development of insights. Children's insights are often very clear and unclouded—sometimes clearer than ours. We must recognize and respect this. Children bring a fresh perspective to things which the adult's repeated experiences have fogged over with inattention or crystallized with habit. Out of these insights and perceptions comes language that arrests and compels us to heed. It may give us clues to *whys*.

Fantasy of Today

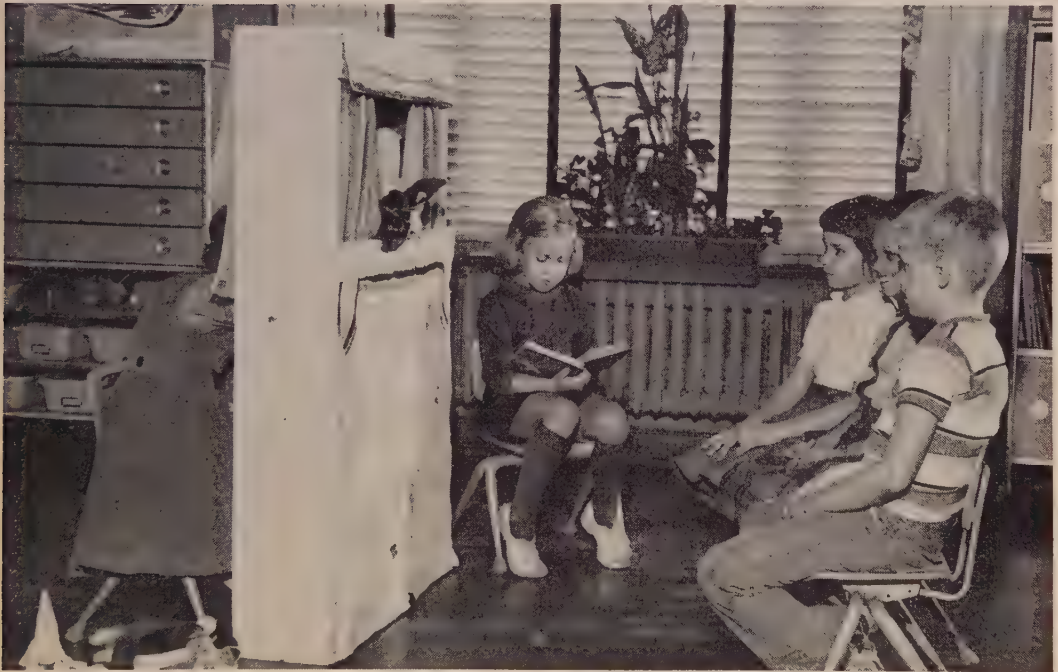
Concepts and generalizations are based on personal experiences, shared or otherwise. They may come to us out of the gigantic, fairy-tale age of the twentieth century or they may come as vicarious experience out of the heritage of our past. Children today have many experiences which are out of the context of the old fairy stories of our heritage. (No reason, let us hasten to say, why we should fail to give them the olden tales. Quite the contrary!) Last year when a group of eight-year-olds was discussing the old story of *The Twelve Months*, one literal-minded, practical child remarked realistically, "Why didn't Dabrunka go to the freezer and *get* her mother the strawberries instead of walking way up there in the mountains to these characters?"

Freezers are everyday experience. Mountain strawberries and fairy-tale magic are no longer of the everyday texture. The magic of twentieth-century life exists, but in a different texture. We *must* listen when children speak of this, in order to help them understand how others have lived and are living, to help them value the incomparable fairy tale of the twentieth century which they are living and will continue to live. A few years ago a food freezer with fresh strawberries the year 'round would have seemed the boldest of fanciful make-believe.

At what stage in human growth and development does the child's imaginary fantasy become scientific planning and adult rockets? Out of what comes a great symphony, a painting, or architecture of the future? When? How are these children to learn to live in constructive peace with world neighbors? We will only know as we learn to Listen! The Children!

What Do We Do with Children's Ideas?

Let children use their ideas, for using ideas is a most important phase of thinking. By giving children the opportunity to help select, organize and carry out study projects, we are giving them the best preparation for meeting life problems. Blanche Kent Verbeck is formerly of the University School, The Ohio State University, Columbus, and Otterbein College, Westerville, Ohio.



Courtesy, Univ. Lab. School, Ohio State Univ., Columbus

What's the Idea?

CHILDREN HAVE AND USE IDEAS IN ANY or all of the accepted meanings of the word. For example, "That's a good idea!" is heard frequently in children's discussions. Depending on the situation, it may mean a concept, a representation or a plan. When a child stated that big

caterpillars turn into moths and little caterpillars turn into butterflies, he was greeted with, "Where'd you get that idea?" (A formulated thought) A kindergarten boy kicked down a block structure his friend was making. The builder remonstrated with, "What's the big idea?" (Purpose of action) The would-be poet gazed out of the window. He

said, "I'm trying to get an idea." (A mental impression) A group of primary children appealed for help on a construction problem. They explained, "Every idea we had won't work." (A design or preliminary plan) A beginning writer asked her mother how to spell "Ivanidy." Her mother, puzzled, asked for the whole sentence. "Ivanidy it will rain tomorrow," was the reply. (An opinion)

Having and using ideas is a common part of children's experience. It is a part of the thinking process, is closely allied with creativity, and certainly is a part of insight. What we do with children's ideas is important in our role as teacher-guide.

Whose Idea Is It?

Ideas are not the property of teachers and the unusually gifted children alone. Each individual has ideas at his own level of thinking and experience. Each member of the group can contribute ideas in some type of situation. Slow thinkers are sometimes handicapped because they have gained less from their experiences, are less able to express their ideas and the group moves too rapidly for them. Give them experience, time, opportunity and their ideas will be rewarding. Ideas are individual and personal. None but Benny in this group could have been so aware of the feeling that comes with not being able to read well.

A primary group was completing a study of the four seasons. The children wished to organize their experiences and learnings in a way to share with families and friends. Because of the many beautiful pictures which could be made of the seasons the group accepted John's plan for a "movie" with pictures and script alternating. Benny, who was the least skillful reader in the group, said, "I have an idea. We ought to make it a *talkie* because some of the children, like the kindergarten children, haven't learned to read yet.

I can't read very well myself. We could write it out just like we want it and then read it onto the tape recorder and play it while we show the pictures." The group hailed the idea with delight. It proved to be an excellent experience for group learning and a wonderful status-builder for Benny.

The teacher's function is to provide experience, stimulate thinking, guide exploration so that ideas will develop in the minds of the students. Requisites for brewing ideas are rich content experiences, challenging situations, permissive atmosphere, stimulating guidance. This process of seeking and finding is important to all learners, fast and slow alike. It depends upon and supports understanding.

What Is Important?

Probably we all have read the purposes of education in American democracy as they were established by the Educational Policies Commission.¹ As teachers we should examine them again. The document does not say that we shall teach children reading, writing and arithmetic, with a smattering of science, health, music, "et cetera, et cetera, et cetera." It details the major responsibilities of the school in developing self-realization, good human relationships, civic responsibility, economic efficiency, esthetic appreciation and ethical and moral values. To the teacher falls the task of deciding what is important for *these* children in *this* class under *these* circumstances *this* year. There are basic skills that all children need. Can these be achieved at the same time children are acquiring good human relationships or developing an inquiring mind? Familiarity with the history of our nation prepares one to understand, meet and appreciate the

¹ National Education Association, Educational Policies Commission, *The Purposes of Education in American Democracy* (Washington, D. C.: The Commission, 1938).

problems of today's living. Can children acquire this background in a way which will also foster continuing interests, develop individual talents, stimulate personal initiative?

How does one decide on the content and sequence of the curriculum? We know that it cannot be simply a logical order of subject matter but must be developed and organized in terms of the child's level of growth, in terms of his background of experience, in answer to his recognition of need. We know that we cannot give to children, even the brightest ones, all of the information and skills that they will need in their lifetimes. The problem is not only *what* information or content shall we present, but also *how* shall we teach so that pupils will develop the desire to know; initiative to find out; ability to select and choose the suitable; willingness to experiment; perseverance in following through; and a multitude of similar attitudes, interests, skills and abilities which are elaborated in the above-mentioned purposes.

The teacher must most deftly guide each child according to his needs and abilities toward these goals. What better sounding board can he have than the child's expression of his ideas?

How Do They Get That Way?

Ideas blossom with experience, with rich content, with thought-stimulating guidance, with freedom to experiment and pursue, and with felt need.

The most eye-opening experience of my teaching career came in the early days of the University School, Ohio State University. The day was continuous with all of the children "staying for lunch." The lunch period was an integral part of the school day. This necessitated rest periods for my beginning primary group. When it became necessary to divide the class into reading groups the day

became too full and crowded. I struggled with the problem but achieved no solution. It was apparent that the children felt the pressure too, for one day as we evaluated our work one of them said that our worst trouble was that reading groups were too short. The class agreed. Numerous suggestions were made as to what could be "left out," but each item seemed to have a valid place in the program. Finally one child said, "We ought to be able to rest while you do something else. Why can't we take turns in resting groups while you work with the reading groups?" A new creative approach was opened up. It was a good idea to try out as a possible solution. We worked on this idea, arrived at a schedule and tried it for several days. In evaluating the plan one child pointed out that in making the reading groups longer we had made the resting time too long. The solution was easy this time. At a specified time the resters would get up and go about their independent work activities. Never before had these children rested and worked so quietly while I conducted the reading groups. This plan was used with many succeeding groups, but never so effectively as it worked with this group. Do you suppose it was because it was their problem and their solution?

Using the ideas of children arouses interest, generates enthusiasm and stimulates effort. It requires concentration and thoughtfulness to attend to and evaluate the contributions of others. These all are requisites of good learning.

An intermediate group discussed making Halloween decorations for their classroom. The usual suggestions were made. The next day Tom said, "My dad said he thought somebody could think up something better than cutting out black cats and jack-o-lanterns and pasting them on the windows. Every school in town does that every year." The teacher steered the discussion toward finding out why we have Halloween as a possible way of thinking of a better idea. These ideas began to stimulate other ideas. The group planned to study each special day throughout the year and to show its origin and meaning in some unique way in decorating the room at the appropriate season.

(Continued on next page)

Listening to children's ideas is a good way to gain understanding of their needs and subsequently to determine how to guide learning situations.

At free reading time Margaret, an excellent reader, looked out the window, read a few lines, flipped pages at random. Definitely she was not enjoying (nor profiting from) her reading. In response to the teacher's questions she answered in turn, "I don't care for the story." "No, it isn't too hard or too easy." "Yes, I chose it from the library." The teacher commented, "If you chose it why don't you take it back and find one you do enjoy?" "Well," said Margaret, "I started it and I ought to finish it." Margaret and the teacher discussed the problem of when it is wise to persevere and when to give up. Margaret exchanged her book and resumed her usual enthusiasm for reading.

Children's ideas pertain to all areas of experience, work and play. They are not limited to creative arts, as so often is inferred, although they certainly are a part of creative experience and expression.

- Carol found a very large bright green caterpillar. She wanted to discover what kind of moth or butterfly it would become. One child suggested looking it up in a book. Carol said she was going to keep it and see. She gave it leaves and soon it spun a cocoon. Encouraged, Carol said she was going to find as many different kinds of caterpillars as possible and see what kind of moth or butterfly each became. Sam said she could find a lot of cocoons already made in the woods. Said Carol, "That's not the idea. I want to see *which* caterpillar turns into *which* butterfly or moth."

- Several kindergarten children laid out an elaborate system of roads, viaducts, underpasses and bridges with their blocks. They used the entire play period steering miniature cars over the roads, no doubt in imitation of the new freeway being built in the community.

- The music teacher found the much-liked poem "Harebells," by Dorothy Aldis, set to music. She played and sang it for the beginning primary group. Janet, the quiet one, asked her to sing it again. As the teacher

sang Janet selected a blue scarf and danced, interpreting the mood of the music and the poem. As the song ended she replaced the scarf and joined the group. The teacher, understandingly, went on to another song.

The expression of an idea is important. This doesn't mean that it must be spoken, although frequently this is the most suitable form of expression. Children express their ideas by writing, speaking, experimenting, picturing, dramatizing, dancing, and by many other forms of doing. Ideas which are suppressed have little value for the originator and, of course, no value for others.

- At work time Tim was hurrying to the shop. When asked what was his hurry, he said, "I have an idea for a picture. I know just how it is going to look. I want to get started on it."

- Betty was a member of a small interpretative dance group. As she melted to the floor (a dying princess) she called to the music teacher who was improvising the accompaniment, "Make it sadder! Make it sadder!"

- A group, while studying power, was experimenting with multiple pulleys. Each child proposed his idea as to how the number of pulleys increased the lifting power. Using spring scales by which to pull the rope, each child checked his thinking.

- Several children, reporting to the class on home life in Plymouth Colony, used dramatization to show the class their ideas of how the colonists lived.

As children express their ideas the teacher, among other insights, is enabled to see the extent of their thinking, validity of their reasoning, depth of their understanding and sometimes the beginnings of misconceptions or prejudices.

- In a primary group study of transportation one child was sure that the class could build a streetcar which could be plugged into an electric outlet, which would really run, and in which the whole class could ride down the corridor at the same time.

- An unusual seven-year-old boy came in one morning and said, "Here is an easy way to add nines. Just *think* adding on ten and then *say* one less."

- Two little girls found a small garter snake which they thought would be an interesting classroom pet. Most of the class liked the idea, but a few shuddered and commented about "the slimy thing." By the end of the year every child in the class handled the snake easily, played with it and carried it around (see page 210).

- An older group was making a time line of the development of civilization. Discussions frequently were heated when items were being entered on the chart. Much "looking up" had to be done to authenticate ideas.

- A primary committee was making a mural which pictured a class of children. One committee member mixed paint and painted all of the faces Caucasian color. A little Filipino girl mixed a light brown and repainted all of the faces. The first painter called for a meeting to settle the question. He said,

"You can have one Filipino in a class, but you can't have a whole class of them."

What Are We Going To Do About It?

As we gain experience in utilizing children's ideas in our classrooms we begin to realize that learning must be a thinking process; that having and using ideas is a most important phase of thinking; that by pooling ideas an experience is greatly enriched for all; that by giving children the opportunity to help select, organize and carry out study projects, we are giving them the best preparation for meeting life problems. A curriculum which is set up in terms of children's needs can develop skills, impart subject matter, and at the same time develop the larger aims of education. Let children's ideas make their contribution.

Using ideas of children arouses interest.

Courtesy, Univ. Lab. School, Ohio State Univ., Columbus



Developing Number Concepts

TINKER, STANDING AT A TABLE IN HIS classroom, is vitally and personally involved in solving an arithmetic problem that has intrinsic reality for him. He pays fifteen cents for one week's snacks from a dollar bill. He picks coins up, counts them into a little pile, strings them out one by one, groups them, and talks about them with a pal. Finally he exchanges the dollar for six dimes and eight nickels from the toy cash register and sets them out on the table.



Then he returns a dime and a nickel and counts his change. He starts with the fives and counts to thirty-five cents. He says, "Take a nickel from the dime—forty cents. Fifty, sixty, seventy, eighty cents. Another nickel—eighty-five cents." He has found his own way of grouping objects to solve a problem he feels is worthwhile. Accomplishing something with numbers makes a difference in something he is going to do, so there is high motivation to experiment and manipulate until the answer is found. For Tinker, learning is an active process.

Thinking Is Important

Tinker's discovery plays an important part in his learning. It allows him to start with what he knows, and this is different for each child. He has to make a connection between what he knows

and what he is to learn; he has to do it himself. Learning is personal for him. He listens when someone tells him what quarters, dimes and nickels are worth in terms of his familiar pennies. But he learns about them when he touches them, counts them, spends them, and keeps on counting them in many different ways.

Outside the school, children constantly demonstrate their incessant drive to explore, to find out, to investigate and to discover. This drive in a child as he grows and develops forces him to learn. He wants to know and he uses all his senses to find out. He wants to know something well, like others around him, so he practices it again and again. He learns to stay on his bike this way. He climbs up on it and falls, tries again and falls again, but he keeps at it until he can ride. Then he rides and rides until he is good at it. He hears the number names and he chants them endlessly. If there's a little pile of change around, he can't keep from counting it.

Within the school, the spontaneous urge to find out about everything in the environment can be one of the most valuable resources for learning. The tendency to pry, to be curious, can be the motivating element in acquiring knowledge and in discovering ways to acquire that knowledge. The child becomes curious about how numbers work as well as about how his toy truck works; and when he does, he learns about them through his own thinking and doing, building on what he already knows. When he wants something enough to give his attention to it, he does something to get it.

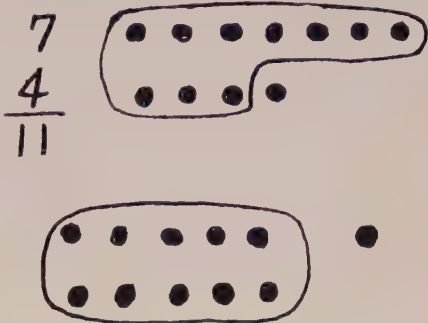
Concepts and Knowledge

In Tinker’s classroom the fact that children live and work together throughout the day necessitates buying, serving and selling of a mid-afternoon snack. Daily problem-solving experiences that emerge prove indispensable in many areas of the curriculum, particularly so in developing mathematical concepts. These are the arithmetic experiences that take advantage of the insatiable curiosity possessed by children and encourage them to think and reason with numbers.

Tinker and his classmates work diligently to acquire the tools they need to think through the quantitative situations of their lives intelligently. They match, count and group materials to learn that ordinal numbers indicate position and that cardinal numbers indicate quantity. When they understand, they use a number name like “five” to show the “fifth” object and use it also to tell the total number in the group of “five” objects. As groups are combined and separated, concepts are developed, number names and the language of number relationships are mastered and the four fundamental processes are discovered.

As soon as a ten or a larger number is encountered, children are introduced to the idea that after nine, ten is regarded as a single collection. After ten, numbers are expressed as groups of ten and so many more. They group sticks into bundles to find that 100 is 10 groups of ten; 163 is called 16 tens and 3 ones, and one hundred, 6 tens and 3 ones. Hundreds are counted as are ones and tens. Continuously numbers are read and written as necessary records of thinking, and children learn that the position of a figure determines its value. They come to understand the principle of place value and the use of digits as place-holders. When they study a number fact, they group discs, make diagrams, put groups

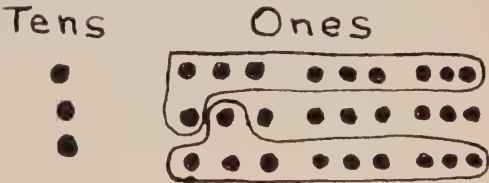
together into tens and ones, and discuss its meaning. “The last picture is best. It looks like the number—one ten and one.”



They apply their understanding to all the facts, make generalizations and study them directly on as efficient a level as possible.

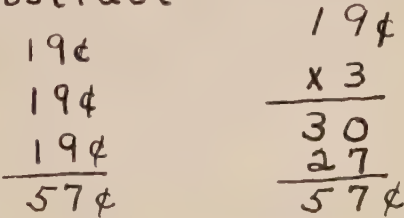
Materials

Materials, too, help each child think and make a gradual transition from the concrete to the abstract. Tinker and his classmates work with concrete materials as they handle popcorn and coins to find the cost of three bags of popcorn. They work with semi-concrete materials as they group sticks in bundles of tens to represent money. Diagrams of solutions approach abstract symbols they finally use when they have made the transition.



5 Tens and 7 Ones

Abstract





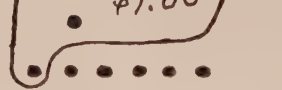




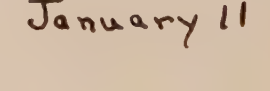
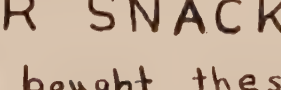
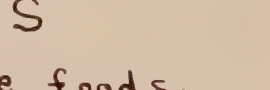


As individuals build understandings of the structure of the number system and of numbers, their confidence increases and the teacher influences the maturity level on which they work by introducing them to materials that are less concrete. A duplicated workpaper helps children think with tens and ones and impels their thinking on a more mature level.

LESS MATURE

OUR SNACKS

This week we bought these foods.
How much did they cost?

Foods	Cost	Tens	Ones
Cookies	\$.38		
Apples	.78		
Potato Chips	.59		
Crackers	.30		
Celery	.19		
Grape Drink	.62		
Total	\$2.86		

Name Jeff Date January 11

MORE MATURE

OUR SNACKS

This week we bought these foods.
How much did they cost?

Foods	Cost	Tens	Ones
Grapes	\$.90	9	
Carrots	.35	3	5
Candy	.39	3	9
Popcorn	.39	3	9
Lemon Juice	.10	1	
Sugar	\$.13	1	3
Total	\$2.26	22 tens	6 ones

Name Matt Date March 3

Summary

As plans are made each week problems and materials are varied according to readiness of individuals and arithmetic to be introduced. When children need to build an appreciation of quantity of numbers to 200, peanuts from a pound bag are counted. A fundamental process—division—becomes meaningful as the peanuts are grouped to serve twenty-eight children. As addition and subtraction facts are studied, new relationships are discovered when the teacher introduces each child to his own one to twenty number line.

Many children are confused by demonstrations of so-called “borrowing” in 162—78; but when they have many times grouped representative materials to solve similar problems through their own efforts and used their understanding of 162 and 78 as parts of the decimal system

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of numbers, they discover relationships and a process that makes sense to them. Then the demonstration of the accepted algorism as a more efficient and economical way of working makes sense, too.

Genuine problem situations provide the felt needs necessary to the spirit and challenge of discovery and experimentation, while knowledge and understanding of numbers, number system and computational skills provide the know-how, the tools with which to think and reason. The child who has some skills and understandings that make sense to him will try to solve problems that are important to him. Thus he can grow in gaining some measure of control over his environment. He needs number concepts to help him do this.

Serving and selling a snack



*Courtesy, Percy I. Bugbee School,
State Teachers College, Oneonta, N. Y.*

Sight and Insight

A blind child in a regular first grade can work with ideas, too. He sharpens the senses of his classmates and brings them a new dimension for observing life around them.

FREDDY HAD BEEN BLIND FROM BIRTH. Although he had been in both the four- and five-year-old groups in our school and was known to be happy and self-reliant, I confess that as the first-grade teacher I had misgivings about including him with nineteen sighted children. Though I knew that he was to be out of the room for one hour a day for his Braille lessons, I wondered about the problem of making him feel at home in the class. Would his lack of background isolate him in social studies and science discussions? Would he be able to participate in indoor and outdoor activities?

Freddy slipped into the new routine easily indeed. In the early days of fall some of the children new to the school accosted him in tones of such crude curiosity that an adult might cringe. "Freddy, how come you're blind?" And the return would come, open and unconcerned, "I'm not blind—I see with my hands." It was the direct language of childhood that made his acceptance as easy as it was natural.

Without thinking of him as a "problem," I found myself developing a new approach to the whole group. Unconsciously before presenting anything new I would think, "Will Freddy understand, too, if I put it this way?"

Devices and Activities

As one looked at the classroom from the point of view of one without sight, it

became as intriguing as it was challenging to find ways of making this Freddy's room, too. For instance, the job chart was made with small three dimensional articles that he could actually feel; a tiny pitcher for milk, a little paper plant to indicate the job of watering the flowers. The children's names were printed in Braille and in manuscript so that he could read them. All signs were similarly typed in Braille so that he spelled out the letters of the words w-i-n-d-o-w and c-h-a-i-r, just as the sighted children did.

News was presented orally each day and compiled in a big book with illustrations. Freddy's news was told to the whole group and then incorporated into his Braille lesson. When this was returned and included in the newsbook, he would read his special item to the others. Sometimes he would illustrate the news with a "texture picture," and sometimes another child crayoned an illustration for him and described the picture aloud.

When the sounds of the initial consonants were being stressed, one of his favorite devices was to get the "sound cans." Each of the large juice cans had been filled with articles starting with the same sounds: boat, box, ball. How he loved to identify the "joker"—a cap or card which had been included!

He was particularly fond of two educational toys. One, a large metal board, had about a dozen magnetized discs that could be moved freely on its surface. With

Anne C. Booth is a second-grade teacher at Shady Hill School, Cambridge, Massachusetts.

these he could practice the number combinations and arrange the discs in groups of twos, threes or fives. A wooden farm set with ten each of different animals and a three-dimensional apple tree with peg apples remained a favorite not only for telling the number combinations but in the opportunities it provided for storytelling. The small wooden cubes and ten bars from arithmetic materials were also helpful in teaching the combinations through ten and in counting to a hundred by tens. He enjoyed a small set of white plastic tongue-in-groove blocks that fitted together to make towers, walls and buildings. He listened at length to a collection of good phonograph records.

Although he needed much individual help in the art classes, he particularly enjoyed working in clay; weaving with coarse worsted; modelling with pipe cleaners and papier-mâché; using yarn, cellophane, felt and other materials in "texture pictures." In our science units he was most enthusiastic about the displays of palpable living things. Making certain aspects of physical science meaningful was difficult; i.e., distinction between day and night, movement of mercury on the thermometer.

A Special Sense —Not a Special Child

At no time was he a "special" child in the sense of being a "problem" or of being excluded from any of the group activities. It was soon apparent that Freddy's contribution was unique. As we became *his* eyes, we found that he in turn was sharpening *our* senses and bringing us a whole new dimension for observing life around us.

"What is a fire extinguisher?" he asked one day.

"You know what a milk bottle is like?" came Bruce's helpful answer. "Well, a fire extinguisher has a round top, too, but is much bigger and you squirt stuff to put out fires."

In February a print of the Stuart portrait of Washington was displayed; a volunteer had been asked to describe the picture. Teddy's answer came after thoughtful deliberation:

"Well, Freddy, he has long hair and he is kind. But his eyes are half open and half closed and he looks, oh, so tired!"

Because he listened so intently, Freddy was not only by far the best pupil in music and in French but was an unfailing narrator in our informal plays. He would say, "No, it's not the *fox's* turn; it's the *wolf's*—not *that* voice!"

He built up an enormous repertoire of poems and was far more sensitive to poetic uses of language than any other child. In the poem, "The Arrow and the Song," he heard the couplet:

"I shot an arrow into the air

It fell to earth, I knew not where . . ."

"Knew not where?" he queried and then, "Oh, I see, the words are backwards."

After the children's grace, "God is good, God is great, by His hands are all things made," he paused one day.

"You said, 'By His hands are all things made.' Then God *has hands*?"

There were many times when his questions seemed to defy answers and to instill in one a sense of supreme inadequacy. "What does *sparkle* mean?" "Tell me about a *shadow*." "What is *invisible*?" On hearing the best definition that I could muster for the latter, he rejoined, "Oh, then *invisible* is being blind!"

Out of Doors

Out of doors Freddy's senses opened new vistas for us all. On crawling into an enormous cement pipe, he called out,

"This pipe has an echo!" And each child delighted in his discovery.

After reading a *Weekly Reader* about observing tracks in the snow, we walked out into the woods. The new snow of the day before had become slightly hard, preserving the tracks of people, dogs, birds and squirrels. With his sensitive fingers Freddy was thrilled as he felt the imprint of dozens of tracks, including his own and those of the children. It was an experience of such exhilaration for us all that I shall never forget it.

Then there were times when his discriminations made a special impact. Steve was a disturbed boy with a shrill, penetrating voice. He was sitting at the top of the ladder when Freddy, at the bottom, asked, "May I have a turn on the ladder?"

Steve: "Yes, you can have a turn and I will be your friend."

Freddy: "I will be your friend but you must have a soft voice."

A Sense of Uniting

Freddy was important to his classmates in a still more subtle way. Though they never patronized him, they were responsible for him and were aware of his needs. At the end of recess no child had to be reminded to bring him to the line; the nearest child did this automatically, just as any child who happened to be with him reminded him of an approaching stair or took his hand in rhythms, so that the two marched or skipped together.

On the days when he joined a reading group and was able to follow along in his Braille edition of the same book, an aura of near magic entered the room.

One day in arithmetic there were coins of many denominations spread out on a table. Freddy was asked to give me fifteen cents. The children watched in fascination as his hands reached deftly for a dime and a nickel. Although he could identify all of the coins rapidly, the children could not resist voicing concern or approval: "Oh, be careful, Fred!" "Watch out." "Yes, that's a dime!"

Freddy made fine progress academically and was reading fluently in a first reader at the end of the year. Through his Braille he had mastered techniques in writing, spelling and arithmetic, skills to which many blind children are not even introduced until the second or even the third grade.

Despite his progress, however, when I think of that first grade I do not think at once of these achievements nor, in fact, of the year's difficulties, disappointments, and heartaches (for certainly there were these, too). I think rather of the way one six-year-old whose eyes were closed helped all of us to observe life more keenly. And I think, too, of these parting words of a parent, "I consider the most important thing my son has learned this year has been to live side by side with someone who is different. He has learned at an early age that people do not all have to be alike to make an equal contribution, and I hope he remembers it always!"

CLEARLY, OUR CHILDREN WILL NEED TO BE FREE OF MANY OF THE LIMITING prejudices which prevent this generation generally from functioning as members of the human race. They will need to be able to use far more of the potentialities of their personalities much more effectively than we are able to do and to change whatever they find needs to be changed without crippling feelings of disloyalty or guilt.—BROCK CHISHOLM, M.D., before 1960 ACEI Study Conference, Cleveland.

1961 ACEI STUDY CONFERENCE

Theme: Today's Child—Tomorrow's World

Omaha, Nebraska

April 2-7



Central Conference Committee meets with Executive Secretary.

L. to r.: Betty Aufenkamp, treasurer; Alberta Meyer; Dorothy Raschke, chairman; Esther Wick, co-chairman; Frances Thompson, secretary.

Omaha, Omaha,
Finest place you ever saw.
Come along, join the throng,
For you simply can't go wrong.
They say it's great
In Omaha, Omaha.
Boost your home town all day long
And at night when you are sleeping
You'll dream of Omaha.

By FRITZ AL CARLSON

OMAHA, CROSSROADS OF THE NATION, welcomes you. You may reach it easily by plane, train or car. Attractive accommodations are available at the many beautiful motels and hotels.

According to Roger W. Babson, Omaha lies in the northern half of a circle area which he calls the "Magic Circle." Social studies textbooks often refer to this same area as the breadbasket, or food basket, of America. A steak dinner is a *must* in the city that has ranked *first* many, many times as the world's largest cattle market.

Omaha is *proud* of its cultural centers. The Joslyn Memorial Art Museum is recognized as one of the most beautiful structures in the nation. The Omaha Community Playhouse, in its new theater, presents outstanding productions using home-town nonprofessional talent. The Omaha Symphony Orchestra pre-

sents a series of summer as well as winter concerts. Two outstanding universities, Creighton University and the University of Omaha, are located here. No city in the nation has more beautiful up-to-date churches of practically every denomination than Omaha. It is indeed a church-going city. The most modern and complete medical center of the Middle West is located here.

SAC (Strategic Air Command) headquarters are located at Offutt Air Force Base, ten miles south of Omaha. Here, in the "underground city," you will find the *nerve center* of the world.

Famous Boys Town is approximately a twenty-minute drive west from the heart of the city. History takes on meaning when you visit the Mormon Cemetery in the northern part of Omaha.

As for the Omaha Public Schools, they can't be surpassed. There are seventy-two elementary schools, eight junior high schools, and five senior high schools. Others are either in the process of being built or on the planning board. When you visit these schools you will appreciate the up-to-date equipment and the excellent teaching that is being done. You will also find many fine private and parochial schools here.

We, the friendly folk of Omaha, cordially invite you to OUR CITY.

Lands Far and Near

China is far or near depending upon where you live. If you are an American who has lived in China many years, such as Cornelia Spencer, it is near—so near and familiar that it is her own homeland which seems to have strange customs and services. Cornelia Spencer, author of books for children and youth, is from Washington, D. C. She is doing her share through her books to bridge the gap between Chinese and American cultures. This is a talk given at a meeting of the Children's Book Guild of Washington.

WHEN I BEGAN TO WRITE "FOR AGES TWELVE and up," lands were still far and near in a very literal sense of the word. China was not tomorrow or the day after tomorrow, from here; California in our own country was not even that close.

Coming "home" from China about twenty years ago, we crossed the United States by train from the West Coast and arrived at a small railroad station on a branch line in Pennsylvania—now for a long time handling only freight. Nearly a week on a summer-hot, dusty train had not improved the appearance or the humor of two sons aged seven and nine, who had never lived near civilization in the Western—of course the only *real*—sense of the word. We had started from a town about one thousand miles inland from the China Sea—where there were no motor cars (nor streets wide enough to let one pass another if there had been any); where there were no drugstores but apothecaries, no movies except one powered by a Chinese man, bare to the waist, who pumped a manual generator which provided pulsating light for shaky moving pictures. These had to be shown in open places such as threshing floors and temple courts to prevent audiences from tearing down a building to get in. Moreover, there was no plumbing in our town. The novelty of a porcelain tub with self-coming water in the port city of Hankow was inducement enough to make the boys willing to take a bath whenever we were there escaping some threat of warlord or of Chinese Communists. (The province where we lived was Hunan, home area of one known as Mao Tze-tung and various other modern

Chinese leaders.) Not that the baths of Hankow were the only baths the boys ever had—but the only *willing* ones in winter. There is something chilling about two or three inches of warm water in the bottom of a tin tub in a stove-heated room not insulated against drafts.

Far in Time and Distance

China was a far country in those days if one looked at it from America, and America was quite as far when seen from China. Three weeks was the usual passage by way of Honolulu on one of the good old President Line ships. I remember that on one of the seven or eight voyages I made, it was the *President McKinley*, I think, she was so cargoed that she listed heavily to one side. To lie on one's deck chair on the lower side promenade meant shutting one's eyes and holding one's breath, waiting for the threatened dipping each time the roll was to that side. It took my mother and father five weeks to make the crossing on their honeymoon, my mother being one of the incurably seasick ones.

Lands were far, all right, in those days, in actual time and distance. Each spring we sent a big order for the following Christmas, to that heaven of American products, Montgomery Ward and Company; and when, if all went well, the crated boxes arrived in October or November, the time did not seem unduly long. But the distance did seem great—very great—if one stopped to think about it . . .

The never-failing Chinese postman took our letter down the walk through the gatehouse, stopping for a word with the ancient gate-

keeper with his wisp of goatee and his bird-like hands, then stepping through our thick-to-bear-up-under-the-thundering-knocks-of-authoritative-military-men-demanding-quarantening-for-their-troops-gate into the narrow thoroughfare. It was called most appropriately "In Front of the Pagoda Street," for it ran below a small, beautifully proportioned Buddhist tower. And so the mailman went on down the street, stopping here and there to talk to someone, to take a letter or read a letter aloud, to explain the mails in general, perhaps even to have a cup of tea, before arriving at the post office which was resplendent with its large façade outside but small and dingy inside. (Through years of turmoil the Chinese Postal Service, organized by and affiliated with France, was a miracle often marveled at.) Thence our letter went by trains which ran anywhere from a half hour early to four hours late to the old city of Wuchang—now modernized and joined to Hankow by one of the world's greatest bridges—thence by steam launch across the river to Hankow. We were splashed soaking wet once or twice crossing on that launch, but never the mail. From there our letter went on to one of the docks or hulks of a Yangtze River steamship line—such as Jardine and Matheson, needless to say British; some Maru or other, obviously Japanese; or the China Merchants which was not necessarily Chinese.

The decrepit hulks or docks, once ocean-going freighters, were attached to the shore by a landing jetty or else were anchored out in the river to be approached by bobbing sampans, always loaded precariously above the water line and known to capsize at times when faith or fate took over. I have studied the figureheads of some of the old hulks—so romantic, so aromatic of the sea. One wondered what their blind, wooden eyes seemed to see leaning out over the prow's foam; what their cracked and weathered shapes signified to the crews who manned the lurching, creaking vessels. When I saw them as a child, they gave me a feeling of loneliness beyond description and beyond sharing, not only *my* loneliness but the loneliness of all men in all time—the inevitable loneliness of life.

Yes, truly it was a far land in terms of actual distance because after a letter went down the Yangtze six hundred or so miles to Shanghai, it had yet to cross the Pacific Ocean, be put aboard a train on the West Coast, and come at last to its destination . . .

Span Between Two Cultures

But the real distance of those days was not miles over land or knots over the sea but the span between life in the Chinese town and that in the American town. The setting of our life there *was* the pagoda against the Chinese sky; junks and sampans on the Chinese lake along which the town was built; islands in the lake, be-templed and growing sacred tea; streets with open stores; markets un-iced, unprotected from flies; houses of our "polite" friends hidden behind high walls, entered through moon gates; our everyday friends hailing us wherever we went: a blind beggar woman, a cloth merchant, a sweet-meat shopkeeper, a widow who sometimes came to sew, a teacher who taught us to read Chinese, some urchins who hung about to tease, the letter-writer who sat at his small table just outside one corner of the compound. The public execution grounds nearby made us long to be deaf when the execution bugle sounded or we saw prisoners passing our gate accompanied by the firing squad—sometimes young Communists, during General Chiang's great purge.

But not even the setting of our life could encompass the full meaning of "far." Real distance penetrated into the house itself. What to us as Americans was simple, native-like indigenous woven rugs spread on our floors, was luxurious to visiting Chinese women. They used such things on their beds. Also, why cut holes in good brick walls and then hang cloth over them to hide them, as it were. That cloth used in curtains would be enough to make a jacket or two for little Number Two or Three . . . Why keep the room so hot? Better wear a padded garment and carry your warmth with you than heat a whole room. That music on the phonograph—it sounded like someone screeching.

I wonder sometimes that the pulling of two cultures does not produce split personalities: a passionate love for America as my parents had shown it to me because of their great affection for their country, exiles though they were by choice—yet not a free choice but a choice brought by inner compulsion—and a love of old China, her uniqueness, her natural beauty, and her warmhearted people, so kind when we had sorrow, so patient with our alienism and our self-assurance. A pulling this way and a pulling that—and after an absence of more than twenty years it is here again at the whiff of certain odors, the swaying of

bamboos beyond my American windows, the song of a turtle dove.

Folkways and Modern Habits

Far lands were far twenty years ago, and it seemed appropriate to try to make them nearer to young people who had not been there and might never go. There was so much to tell, not only about China but about other countries of non-Western civilizations. There was so much to learn, I realized, as I began research about them. The fascination of their history, their arts, their folkways and their modern habits made one see his own culture with new eyes.

How strange the effect of one carpenter, non-Caucasian, non-European, uneducated except for a little tutoring by Jewish rabbis and such learning as He Himself could gather! Yet thousands like us were in far lands because we had interpreted or misinterpreted His concern for the world, mistaken the terms of His concern or seen them rightly. How often talking with an illiterate Chinese woman it was clear that her *heart* was more educated than mine, her spirit more at peace, her intention more "religious"—and yet strangely, there was I. The compulsion toward sending missions of Christianity or missions of Western civilization—one wondered which—was one of the strange developments of history.

But people like this Chinese woman had to be interpreted to young people who were getting acquainted with the world. The common are the best interpreters for they are the most genuine.

There were the labeled great of China and other lands to be presented, too, seen not so much in terms of their formal leadership as in their personal greatness. They should be shared and known. The Soongs, Nehru, Carlos Romulo—will they be great in history?

Lands Far Are Near When They Share Their Treasure

Lands far met lands near as distance disappeared with passing time. The peoples of the world were mixed by wars, by escape to peace, by the interchange for understanding.

Take Japan . . . take Tokyo itself! Is it far or near? The gospel of Western civilization is winning converts to unspeakable copies of our beatniks, our quasi-art, our rock-and-roll, our methods of making meaningless life pass. One rushes away to search for the authentic Japanese and embraces it again with delight. Its sparse simplicity expressed in art is still there and, if applied to the West, introduces

the new authentic modern of open spaces, neutral shades, grace, clear brilliance. Nothing can mar the truth of its artistic quality whether it is far away or near.

Pottery, though perhaps being made in modern days, revives the age-old feeling of clay in the hands and the potter's wheel—the direct form, native color, heavy, brilliant glossiness of glaze spilled on, running over—beautiful enough to make the mouth water and chills of delight chase up and down one's spine. These are the kinds of art where far and near meet, whether in the past or present.

Or the brush stroke of black ink on white paper, suggesting—only suggesting—grasses swayed by the wind, water moved by breezes or the backward thrust of a waterfowl's foot; a floating leaf; a half-buried pebble beneath the surface of a pool; snow inches deep on a thatched roof, overhanging the wooden shutters of a village house with wooden clogs arranged neatly outside the closed door, two pairs of short parallel lines, footprints in the snow by which they approached; a cedar leaning toward a garden arch or *tori*, bent and twisted by time or artistry, but graceful, protecting and eternal. The kind of stroke, the viscosity of the ink, the sense of speed or slowness—all have had their part in what the painting says. Art is a means as well as an end.

But why go on? Perhaps you have asked this long ago. Lands far are near when they share their treasure; lands near are far when they hide what they prize. To find the universal unity of peoples which lies beneath their forms of expression and their modes of living is the end of the search in writing about other countries. When the unity is found, there comes a real meeting of minds; and distance, which is actually a feeling of the mind, shrinks and disappears. One never knows when the spark of unity will flash, spanning the two poles. It may happen in the most unexpected places—in talk with an illiterate peasant, beside an "unlike" person on a rattling train, in a jet flying over the Pacific, in the most primitive art—because its essential is authenticity and authenticity cannot be created by assuming any role or pose. It is rooted in the natural.

Though distance in its usual sense has disappeared, we still seek to bridge it in its truest meaning. I think that we are searching together, we who write for children and young people, for the same pot of gold—the gold of human enrichment through shared beauty and shared discovery of the meaning of life.

1960 White House Conference on Children and Youth

"Recommendations—Composite Report of Forum Findings, 1960 White House Conference on Children and Youth" (available for 35 cents from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.) lists 670 recommendations which came from the forums. CHILDHOOD EDUCATION will list those on education and related topics which may interest readers. Some of these forum recommendations are:

School Administration Organization and Plant

148. That administrative considerations remain subordinate to instructional needs.

149. That, to improve educational opportunities, State and local schools explore such factors as—

the organization and length of the school day, week, and year;

the use of teacher time;

the graded system for grouping pupils;

the Carnegie unit; and

articulation from grade to grade and unit to unit in the school system and between high school and college.

150. That every school system operate a school year of at least 180 full days.

151. That all school plants and facilities be available on a 12-month basis for educational, vocational, and recreational purposes under adequate adult supervision.

152. That the physical facilities of every school be designed to provide a functional, pleasant, and fully adequate educational environment, adaptable to future needs as well as present demands; with due consideration to sufficient classroom space, indoor and outdoor recreational facilities; library facilities; lunchroom facilities; hearing, vision, and psychological testing facilities; work and office space for faculty and staff; and proper lighting, heating, cooling, and ventilation.

Extension of Public Education

153. That the scope of free public education be extended downward and upward to include kindergarten through community college.

154. That kindergartens be made an inte-

gral part of the tax-supported public school system in all communities; and that the State departments of education be authorized to extend public education to include nursery schools.

155. That the American people be systematically informed of the need for—

expanding our diverse program of post high school education;

excellence in nonacademic as well as academic fields;

appreciably greater expenditures to achieve quality education.

156. That there be established: additional 2-year community colleges; additional State colleges, technical institutes, and universities; and on the national level—to mark the centennial of the Morrill Act—regional universities with Federal support.

Special Educational Services

163. That organized school services be provided for the special educational needs of such categories of children and youth as the gifted, the handicapped, the emotionally disturbed, and slow learners including—

special remedial reading services or classes; speech therapists for children with speech problems.

164. That the U.S. Office of Education be strengthened with staff, facilities, and sufficient budget, and given sufficient status to fill the Federal Government's responsibilities for stimulating the development of complete programs and services for all exceptional children.

Gifted Children

165. That all schools make special provisions for the education of the gifted, talented

and creative student, including opportunities for intellectual freedom, individual inquiry, decision making, critical analysis, concept formation, originality, creativity and communication.

166. That local programs for gifted children and youth provide for—

flexibility, experimentation, innovation, and constant revision;

broader and more sensitive tools for identification, including means of uncovering latent talents in handicapped, culturally deprived, and emotionally disturbed children;

guidance, by able and sympathetic adults with high values, of parents and teachers as well as the gifted themselves;

talented teachers selected through broad recruitment programs.

167. That education for teachers of the gifted emphasize—

understanding how gifted children learn;

broad and deep knowledge of content;

interest in continuing self-education;

favorable attitudes toward excellence;

freedom to develop and use new teaching methods.

168. That community officially and informally provide teachers and gifted pupils with opportunities for a variety of challenging experiences.

169. That county and State administrative units develop ways for *small* schools to identify gifted children and provide them with stimulating experiences through television, clubs, use of college and university resources, correspondence courses, transfers and cooperative arrangements for consultation, guidance, and specialized teachers at the secondary level.

170. That the State department of education be responsible for coordination, conti-

nunity and articulation of programs for the gifted.

Slow Learners

171. That slow learners be defined as those children whose intellectual capacity prevents normal performance of academic responsibility, as determined by individual psychological evaluation where necessary.

172. That dynamic programs of instruction and services be provided for the slow-learning child, to stimulate him to make the most of his potentialities, including—

appropriate medical, social, and psychological services;

a flexible curriculum tailored to individual requirements;

definite preparation for vocational and social life;

work experience;

educational guidance for child and parents to remove obstacles to full utilization of his capabilities;

a more nearly adequate supply of suitable instructional materials;

use of all community resources, such as libraries, museums, exhibits;

administrative flexibility, creative experimentation, and action in program planning at each level of instruction.

173. That secondary schools adopt an "open door" policy for slow-learner dropouts under 21 years, permitting them to return for additional education adjusted to their needs.

174. That the techniques of working with slow learners be emphasized in teacher education programs, and that inservice education be made available to all teachers in this field.

175. That a public education program be undertaken in behalf of slow learners.

A PRAYER FOR A CHILD

By DR. SEUSS

From here on earth,
From my small place
I ask of You
Way out in space:
Please tell all men
In every land
What You and I
Both understand . . .

Please tell all men
That Peace Is Good
That's all
That need be understood
In every world
In Your great sky.
(*We* understand
Both You and I.)

News HERE and THERE

By ALBERTA L. MEYER

New ACE Branches

Adams County ACE, Colorado
Conway ACE, Arkansas
Greeley ACE, Colorado
Memphis Kindergarten Teachers ACE, Tenn.
Mount Mary College ACE, Milwaukee Wis.

New Life Members

Frances E. Coughlin, Evansville, Indiana
Mabel Heinzinger, Seattle, Washington
Dorothy T. Spoerl, Boston, Massachusetts

Childhood Education Center

December was a busy time for all of us in the Center as we reached out to serve the children themselves. Displays of art productions, paintings and masks from neighborhood private and public schools made a charming background for the exhibit of suitable playroom equipment, books and toys which parents and children were invited to see. A suggested guide for a choice of toys was available for parents. Many visitors heard for the first time about the ACEI Test Centers and the ACEI bulletin, *Equipment and Supplies*. There were stories for groups of children. Janice Holland, whose illustrations are enjoyed by grownups and children, told one group from a nearby school how she is illustrating a new book.

Best of all there was the ACEI Staff Christmas party, when families came together to make Christmas decorations for the new Center.

ACEI Study Conference, April 2-7

Plans for the conference are moving along smoothly. The local committees in Omaha are at work on preliminary preparations to make the stay of conference registrants comfortable and enjoyable, as well as educationally stimulating.

Program planning from the headquarters office is proceeding on schedule. Refer to the insert in the December 1960 issue of *CHILDHOOD EDUCATION* for an outline of the conference program. In addition to the information contained there, we are pleased to

announce that "International Night," Thursday evening, will feature registrants from countries outside the United States. On this evening Frank Graham, special representative to India and Pakistan, United Nations, will address the registrants on "The United Nations in the Atomic Age."

Field Work Continues

Both Board and Staff members have continued to be active in the field. Florine Harding attended a meeting of Wilmington ACE. Lucile Lindberg spoke at meetings of Arkansas ACE and Kentucky ACE.

In addition, we have been pleased to have a number of branches visit the Center: District of Columbia ACE, Montgomery County (Maryland) ACE, York County (Pennsylvania) ACE and Altoona (Pennsylvania) ACE.

Many international and branch members came to see their headquarters when they were in Washington on business or attending educational meetings. We welcome these visits!

"Don't Push Me!"

ACEI'S newest bulletin, *Don't Push Me!*, was released in December! This bulletin acknowledges the need for wholesome pressures and distinguishes between these and the ones which "push" children. Articles are intended to help adults who work with children to become more sensitive to the ways in which pressures affect them. Some of the articles are reprints from *CHILDHOOD EDUCATION*, while others are new.

International members automatically received copies as part of their membership. Others may purchase the bulletin (75 cents) from branch publication representatives or from ACEI.

Special Offer to New Subscribers

All of our 36,000 branch members received a free copy of *CHILDHOOD EDUCATION* (October 1960) by bulk mailing to branch presidents. This month they will receive copies of the January issue of *Branch Exchange* which carries an offer of a special rate on new subscriptions to *CHILDHOOD EDUCATION*. Branch members who are not already sub-

scribers are urged to take advantage of this introductory offer.

Brotherhood Week

This annual observance is scheduled for February 19-26. It is a time for rededication to the basic ideals of respect for individuals and peoples and for planning practical steps to achieve the realization of these ideals. ACEI international members and branches may wish to cooperate with the local chapter of the sponsoring organization, the National Conference of Christians and Jews, in promoting appropriate Brotherhood Week observances. Further information may be obtained from the local chapter in your community or from the National Conference headquarters at 43 West 57th Street, New York 19, New York.

Report of Nominating Committee

The ACEI Nominating Committee has submitted the following report:

President: Lucile Lindberg, Queens College, Flushing, New York.

Vice-President Representing Nursery School Education: Mary A Layfield, Auburn University, Auburn, Alabama.

Vice-President Representing Kindergarten Education: Erma Noble, Public Schools, Grand Rapids, Michigan.

The above candidates will be voted on by delegates at the Omaha conference for a two-year term, 1961-1963. All the candidates have been selected after careful consideration of personal qualifications, professional positions and geographical areas which they represent.

ACEI-NANE Luncheons

The traditional luncheon meetings jointly sponsored by ACEI and the National Association for Nursery Education will be held in three cities this year in conjunction with the three regional conventions of the American Association of School Administrators. The following schedule outlines the plans:

On February 27, the people attending the San Francisco meeting will hear Helen Hefferman, chief, Bureau of Elementary Education, California State Department of Education, discuss "Let's Give Them Time To Be Children."

At the St. Louis meeting on March 13, Laura Hooper, ACEI program coordinator,

Washington, D. C., will give her interpretation of "Keeping in Step with Children."

In Philadelphia on March 27, Rebecca A. Winton, director, Early Childhood Education, New York City, will discuss "The Young Child in Today's World."

Announcements of these meetings are in the mail. Branches are urged to invite their superintendents to attend and to order tickets in advance. Write to ACEI for further information.

"Status and Trends in Early Childhood Education"

This is the title of an article by Hazel F. Gabbard, specialist for extended school services and parent education, Office of Education, U. S. Department of HEW, which appeared as the last chapter in the 39th *Yearbook* of the Department of Elementary School Principals, NEA. Miss Gabbard discusses such topics as "Types of Educational Programs for Young Children," "Communication Between Non-public and Public Schools," "School Entrance Age—Legal Provisions," "Factors Influencing Desirable Entrance Age," "Enrollments in Early Childhood Education," "Certification Standards for Teachers," "Teacher Supply," "Financing Early Childhood Education Programs," and "Activities of National Organizations." All those concerned with early childhood education will find this a valuable, well-documented reference.

SMALL HANDS

Johnny's hands are eager hands,
Reaching hands
With upturned palms like empty cups,
They welcome life and what it brings.

Timmy's hands are timid hands,
Fearful hands
Their finger-doors closed tightly shut
Till seeking—Love shall find the key.

Susan's hands are warm hands,
Trusting hands
Her soft round fingers gently curved
To hold the love of all the world.

—Virginia Caradine, Memphis, Tennessee

Books for Children

Editor, HAZEL WILSON

Science

THE STORY OF YOUR BLOOD. By Edith Lucie Weart. Illustrated by Z. Onyshekewych. New York: Coward-McCann, Inc., 210 Madison Ave., 1960. Pp. 64. \$3. Clear pertinent illustrations are combined with a well-written text to develop this story of the composition, circulation and function of the blood. Concepts of the size and function of the heart, arteries, veins, capillaries and red and white blood cells are carefully and meaningfully developed, as are the answers to such questions as: What is plasma? What is a blood transfusion? What is diffusion? Filtration? Osmosis? How does blood clot? Ages 9 up—Reviewed by ALPHORETTA FISH, Instructor, College of Education, University of Maryland, University Park.

Note: Order books directly from publishers.

A TREE IS BORN. By J. M. Guilcher and R. H. Noailles. Illustrated with photographs. New York: Sterling Publishing Co., Inc., 419 4th Ave., 1960. Pp. 100. \$2.50. This is the story of growth from seed to tiny sapling. Excellent photographs (many magnified) add clarity to this well-written, carefully-organized text which depicts the rhythm of life and growth of four of our more familiar trees—horse chestnut, oak, walnut, and pine. The camera has captured the miraculous story of the opening of a leaf bud, the development of a leaf sheet, the opening of flower buds and the unfolding of the embryo. Ages 8 up.—A. F.

A FRUIT IS BORN. By J. M. Guilcher and R. H. Noailles. Illustrated with photographs. New York: Sterling Publishing Co., Inc., 419 4th Ave., 1960. Pp. 111. \$2.50. Excellent photographs (many magnified) capture for the reader of this well-written text the miraculous life process of the transformation of flower to fruit and seed. A pictorial study of the unfolding and development of drupes, berries, follicles, pods, cap-

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sules and achenes reveals the different structures of the flower and fruit of each. *Ages 8 up.*—A. F.

BOTANY. *By M. K. Hage, Jr. and M. Vere DeVault. Illustrated by Carol Rogers. Austin, Texas: The Steck Co., Box 16, 1960. Pp. 48. \$1.75.* A first book of botany carefully written and well illustrated. Interesting explanations and simple experiments develop an awareness of the function of roots, stems and leaves of plants; the importance of soil, sunlight and water to plant growth and nutrition; the uses of plants and the methods of propagation. *Ages 7 up.*—A. F.

STARBOUND. *By Eileen and Raymond Schussler. Illustrated by Denny McMains. New York: G. P. Putnam's Sons, 201 Madison Ave., 1960. Pp. 160. \$2.95.* A well-written, thought-provoking account of rocketry and of man's ever-increasing knowledge which is the link between rocketry of the past, the present and the future. A story of rockets in war and peace, of recent experimentation and progress, and of the preparation for man's first trip into the realm of outer space. *Ages 9 up.*—A. F.

EXPLORING THE AIR OCEAN. *By Frank Forrester. Illustrated by Robert Eggers. New York: G. P. Putnam's Sons, 210 Madison Ave., 1960. Pp. 70. \$2.75.* This carefully-written text depicts man's concern with the weather from earliest times to the present day and clearly describes how the development of today's modern weather instruments

has paralleled man's ever-increasing understanding of his environment. It also describes research in the area of weather control and how space satellites are equipped to contribute to man's knowledge of the weather. *Ages 8 up.*—A. F.

NATURAL SCIENCE IN 3-D. *Written and illustrated by Ruth Elizabeth Gold. New York: Pageant Press, Inc., 101 5th Ave., 1960. Pp. 87. \$3.* Activities are combined with an informative text to make learning fun in this loose-leaf nature book. Model cut-outs are designed to extend the child's understanding of what's inside a worm, a fish, a honeybee, a bird, a peach blossom and others. Directions are given for drying and preserving flowers, building bird-feeding stations, making displays, working with bark, collecting cocoons and insects, and observing and preserving sea life. Ideas of classification, propagation, adaptation, and photosynthesis are also developed. *Ages 8 up.*—A. F.

A BOOK OF TONGUES. *By Anne Welsh Guy. Illustrated by Elizabeth Rice. Austin, Texas: The Steck Co., Box 16, 1960. Pp. 48. \$1.75.* This carefully written, well-illustrated book describes the tongues of a wide variety of animals and the function for which each of these tongues is especially adapted. Attention is also focused on the fact that some animals do not have tongues. *Ages 7 up.*—A. F.

HERE COME THE BEES. *By Alice E. Goudey. Illustrated by Garry MacKenzie.*

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I hereby give to the Building Fund of the Association for Childhood Education International, a corporation organized under the laws of the District of

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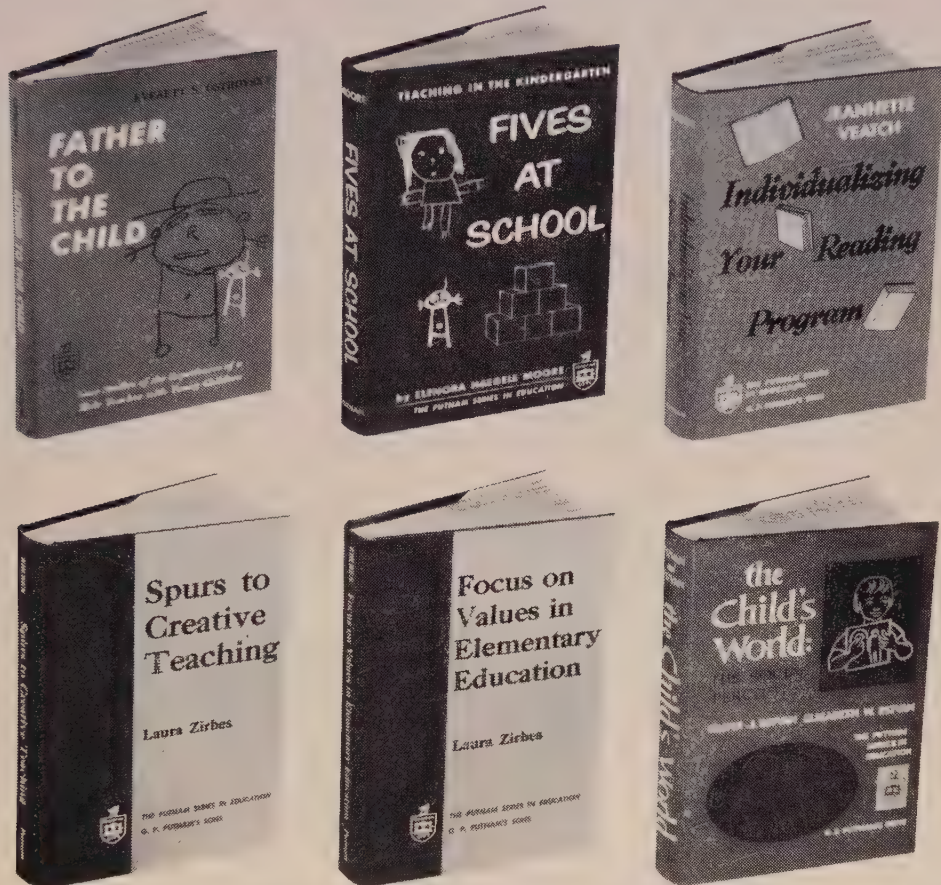
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New York: Charles Scribner's Sons, 597 5th Ave., 1960. Pp. 94. \$2.50. This fascinating, well-illustrated story of the life of the honeybee evolves around the busy life of Downy, a worker. The reader learns how Downy's wonderful body is equipped to gather nectar, turn nectar into honey, produce wax, air condition a hive, and pollinate flowers. The work of the beekeeper is discussed; and such concepts as swarming, brood chamber, royal jelly, bee bread, instinct, larva, pupa and cocoon are developed as the story unfolds. *Ages 8 up.*—A. F.

GREAT MYSTERIES OF THE EARTH. *By Charles H. Hapgood. Illustrated by Robert Eggers. New York: G. P. Putnam's Sons, 210 Madison Ave., 1960. Pp. 72. \$2.75.* This thought-provoking book presents and analyzes some of the scientific theories set forth to explain such mysteries as origin of the earth, distribution of land and water upon the earth, formation of mountains, and extreme and sudden climatic changes. The objective presentation of the material provides an insight into how theories evolve and develops a stimulating awareness of the many mysteries still challenging today's scientists. *Ages 9 up.*—A. F.

ABOUT ATOMIC POWER FOR PEOPLE. *By Edward Radlauer and Ruth Shaw Radlauer. Illustrated with photographs. Chicago: Melmont Publishers, Inc., 310 S.*

Racine Ave., 1960. Pp. 48. \$1.88. This well-organized book concisely describes a nuclear power plant; a nuclear reactor; and the special work of the men who plan, construct and equip a nuclear power plant. *Ages 9 up.*—A. F.

YOUNG SCIENTIST TAKES A RIDE. *By George Barr. Illustrated by William D. Hayes. New York: Whittlesey House, 330 W. 42d St., 1960, Pp. 160. \$3.* An informative guide designed to make traveling an adventure by stimulating an interest in the skill of observing. The child who has ever wondered why the radio fades as the car enters a tunnel, why tires "sing," how optical illusions occur, or how the piercing sound of a siren is produced, can find here the answers to these questions and many, many others. He can also learn how to estimate distances; how to find directions in the night sky; and how to identify trees, birds, groundhogs, watertowers, radar, bridges of various kinds and other objects which may be seen from a car window. *Ages 8 up.*—A. F.

THINGS THAT SPIN. FROM TOPS TO ATOMS. *Written and illustrated by Irving and Ruth Adler. New York: The John Day Co., 210 Madison Ave., 1960. Pp. 48. \$2.* This comprehensive explanation of six fundamental facts serves to describe the behavior of a spinning top and, in turn, to develop an understanding of the behavior of the yo-yo;

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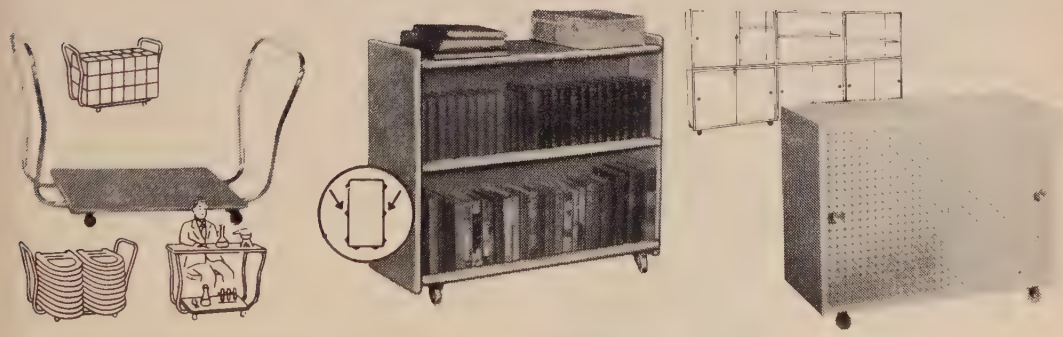
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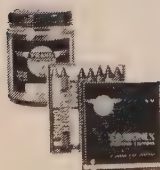
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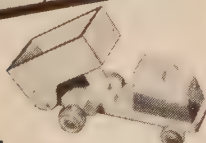
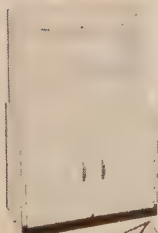
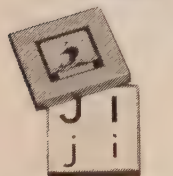
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ABOUT CAVES. By Terry Shannon. Illustrated by Charles Poyzant. Chicago: Melmont Publishers, Inc., 310 S. Racine Ave., 1960. Pp. 48. \$1.88. This is the fascinating story of caves—limestone caves, sea caves, ice caves, lava caves and cliff caves—the story of how caves are formed and of interesting discoveries uncovered by archaeologists. Also contains exciting accounts of the discovery of Mammoth Cave, Crystal Cave and several others. *Ages 8 up.*—A. F.

Social Studies

DEAR AMERICAN FRIENDS. By Lorraine Adel Nieri. New York: The Vanguard Press, 424 Madison Ave., 1960. Pp. 233.

\$3.25. A delightful collection of letters from school children of thirty-two countries. These letters give glimpses of everyday life of people in other lands: how they play, what they study, how they feel, what they dream. The messages are interwoven with warm personal expressions of goodwill and friendship from children around the world. *Ages 10-13.*—Reviewed by WILHELMINA HILL, Specialist for Social Science, Office of Education, U.S. Department of Health, Education and Welfare, Washington, D. C.

THIS IS ROME. By M. Sasek. New York: The Macmillan Co., 60 5th Ave., 1960. Pp. 60. \$3.

Through colorful and often amusing paintings and brief comments, the artist-author takes us on a veritable holiday trip in Rome. We see and read about the old and the new in this city of fountains, masterpieces of art and architecture, and wonderful Roman people. We walk along the Appian Way, climb the Spanish Stairs, and toss a coin into the Fountain of Trevi to make sure that we will return again to this remarkable city. *Ages 9-12.*—W. H.

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Books for Adults

Editor, JAMES A. SMITH

THE KINDERGARTEN TEACHER. By Helen Heffernan and Vivian E. Todd. Englewood, N. J.: D. C. Heath & Co., 475 S. Dean St., 1960. Pp. 419. \$5.75. The only justifiable criticism the reader could make against this book is its title. Rather than a book about the kindergarten teacher, it is a veritable encyclopedia about every aspect of the kindergarten program. Any attempt to outline its contents would be futile for Miss Heffernan and Miss Todd have omitted no single aspect of the kindergarten plan, not even the most minute detail. The result is one of the finest expositions on the philosophy, methodology and operation of the kindergarten ever to come off the press.

The Kindergarten Teacher is a book which serves many purposes. It can be used as a text in teacher education courses. Clever thought-provoking "Situations for Discussion" follow each chapter and act as springboards for stimulating discourse in a college class. It will make a remarkable reference book for the teacher inservice, for it is a treasure house of creative ideas. Parts of it may be used directly with parents, for the writing is straightforward and free of educational jargon.

Some of the unique features of the book include: excellent chapter bibliographies of books and pamphlets, films and filmstrips; simple charts used plentifully and graphically to summarize data or to present basic principles and basic research; lists of equipment, books and materials necessary for a good kindergarten program; realistic and charming photographs which enhance the text; sample forms and charts presented for record-keeping; and ample peppering of the text with actual stories and situations about five-year-olds which ring so true they give the entire book a tone of authenticity.

This book is a culmination of just about all that is known to be good educational practice for five-year-olds up to this date. It will probably become one of our best reference books for good kindergarten practice,

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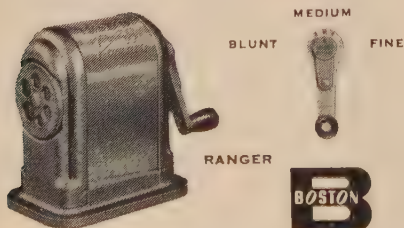
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as well as a springboard for research and further experimentation.—J.A.S.

THE PRINT: AN ORIGINAL ART FORM FOR ALL. By Adele Lewis, ed. New York: Adele Lewis Studios, 8 W. 13th St., 1960. Pp. 32. \$2. Once in awhile a beautiful book comes along which should be given due attention. Such a book is *The Print*. It is a simple outline on how to make various prints: wood-cut, etching, lithograph, silk screen and serigraph. In each instance only the process is explained. This is not a do-it-yourself book. It is, rather, a simple, artistic, well-written book which will stimulate teachers and children to experiment with all forms of printing. The book is handsomely illustrated with nine original prints and eighteen drawings by Bertram Goodman. A fine example of artistic bookmaking!—J. A. S.

CURRICULUM DEVELOPMENT IN THE ELEMENTARY SCHOOL. By W. R. Rucker. New York: Harper & Bros., 49 E. 33d St., 1960. Pp. 411. \$5. In flowing, vivid language the author sets forth a curriculum design of a democratic, problem-solving nature and illustrates how this curriculum can be effectively used in the elementary school classroom. Involved in this curriculum are such facets as values or purposes of elementary education in a democracy, social and emotional climate, rationale of the classroom, individualization, continuity, cooperative and self-evaluation.

Substantiating the claim that this design can work in actual practice are reports of learning experiences at various grade levels, ranging in age from five to thirteen years. Not only does the author tell what may be included in a program utilizing the democratic problem-solving approach; he also explores the variety of techniques and skills which can be employed to help meet individual needs in this climate.

The third and final portion of the book is devoted to a discussion of the processes and individuals involved in curriculum improvement. The material, presented in a practical manner, should stimulate thinking.—Reviewed by ROBERTA J. WAGNER, Instructor, Elementary Education, Syracuse University, N. Y.

SCIENCE EDUCATION FOR ELEMENTARY SCHOOL TEACHERS. By Harold Tannenbaum and Nathan Stillman. Boston:

Allyn & Bacon, Inc., 150 Tremont St., 1960. Pp. 339. \$5.95. The authors bring together three important aspects of an effective science education program: identifying goals which may be established for elementary science; outlining school and classroom organizational procedures and materials used to implement these goals; developing and utilizing those aspects of child development which are of concern to the teacher of elementary science.

This book was not intended to be a book in science content. However, for the preservice or inservice teacher with some background in science content this text can do much to strengthen actual classroom procedures.

The section on measurement and quantitative concepts should do much to help teachers understand and utilize the interrelationships which exist between mathematics and science. The chapter, *Experiments and Experiences*, identifies experiments and gives classroom examples of pupils experimenting. Building a program for the gifted is discussed in a separate section. This book should be of value to the teacher looking for ideas which will strengthen his understanding of science education for boys and girls.—*Reviewed by M. VERE DEVAULT, Department of Curriculum and Instruction, University of Texas, Austin.*

TEACHING THE YOUNG CHILD. *By Lillian M. Logan. Boston: Houghton Mifflin Co., 2 Park St., 1960. Pp. 449. \$6.* This early childhood education text is organized in four sections: history, philosophy and psychology of preschool and primary grade education; planning for teaching, curriculum organization, unit of work development and evaluation; methods of teaching the various subjects of the curriculum; problems arising from the presence in schools of exceptional children and from inadequacies in the classroom environment.

The chapters on history of education and philosophy give a clear and logical account of the development of preschool institutions in the United States and the meaning of their historical and philosophical foundations to educational practices today.

The second part of the book gives an overview of the early childhood program, relationships of various parts to the whole curriculum, and methods of evaluation of progress for pupils and teacher. The remaining parts of



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this book deal with methods of teaching various subjects, handling exceptional children, and providing a good classroom environment. —Reviewed by WILLIAM BENJAMIN, Assistant Professor of Education, Syracuse University, N. Y.

INTEGRITY FOR TOMORROW'S ADULTS.

By Blanche Carrier. New York: Thomas Y. Crowell Co., 432 4th Ave., 1959. Pp. 182.

\$3. The children in the elementary schools of today are the adults who will run this world tomorrow. What are we doing to give these children convictions and strengths which will enable them to build a set of standards and values in running this world tomorrow?

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Miss Carrier has written a straightforward, stimulating book on her convictions as to how we build values and integrity in the adults of tomorrow. Although authored by a minister of religious education, this book is not written solely for religious groups. Miss Carrier is well informed and shows a remarkable understanding of all the disciplines associated with the development of character in the child.

In one chapter she deals with the demoralizing effects of conformity and moves forward to help the family and the teacher in developing ways of fostering individuality. In another she helps the reader understand how to build judgment in children so they may discriminate between right and wrong and have the convictions to stand up for what is right. In still another she pinpoints the need for developing responsibility in our youth and gives wise counsel as to how it might be done.

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children, etc. The author's various careers in teaching psychology and religious education merge in this book in a sensible, scholarly and realistic approach to one of the nation's greatest problems. The book will help parents and teachers to think more clearly about the total responsibilities of the family, the home and the church.—J.A.S.

A TEACHER'S GUIDE TO CHILDREN'S BOOKS. By Nancy Larrick. Columbus, Ohio: Charles E. Merrill, Inc., 1300 Alum Creek Drive, 1960. Pp. 316. \$4.95. A good book review should be objective, but it is difficult to be objective about such a book as this. This is no ordinary book. It offers such a wealth and variety of resources and help to the teacher that one has simply to hold it in his hand and ruffle the pages to receive an emotional reaction.

Nancy Larrick's previous book, *A Parent's Guide to Children's Reading*, sold half a million copies and became a bible of children's literature. It has been used by parents and

teachers alike. The present volume, written for teachers, is even more skillfully assembled and should fare as well.

In addition to being well written and beautifully illustrated, the book contributes to an understanding of the children's reading program. Miss Larrick reviews hundreds of children's books on each grade level. She gives sound methods on how to tell and present stories to children. She includes special stories for the shy child, the problem child and the "little fellow."

She weaves literature in and out of the tapestry of life so it becomes the very essence of life itself. She is contemporary in her thinking and presents an unemotional, realistic discussion of good "easy" or beginning books and the value of television in promoting the use of good literature. Her choices of books are based on research and her own work with children.

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CHILD PSYCHOLOGY. By Arthur T. Jersild (*Fifth Edition*). Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960. Pp. 506. \$9.65.

First published in 1933, *Child Psychology* has become an education classic and one of the most widely-used textbooks of our time. The fifth edition outshines all the others. The format of the book is completely different and much more attractive and useable than other editions. New topics have been added and old topics revised. Among the additions and revisions are: the beginnings of self-awareness, the effect of parental attitudes on the child, parent-child relationships, the child's views of self, the meaning of early memories, the "gifted" child and children's thinking. Much of the writing is new and fresh. Recent research and readings have been added.

The new book has extensive bibliographies and recommended readings; it is handsomely mounted and nicely illustrated. A scholarly and readable work!—J.A.S.

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NURSERY - KINDERGARTEN WEEKDAY EDUCATION IN THE CHURCH. By Josephine Newberry. Richmond, Va.: John Knox Press, Box 1176, 1960. Pp. 203. \$3.50.

Our communities are populated with well-meaning lay groups who are eager to take part in the teaching of young people in community religious programs but who hesitate because of lack of education, experience and sources of help.

Miss Newberry has written this resource book for such groups. She is unique in that she directs one of the few demonstration kindergartens in the country sponsored by a religious group. Trained in early childhood education, experienced in working with young children, and dedicated to the art of teaching, the author leaves no stones unturned in promoting a sound weekday program for the church. Although she is concerned with the development of spiritual values in children she is, first of all, interested in the development of children themselves. Miss Newberry sees spiritual values developing through the ways children live together in the church and the community. Her philosophy is an extension of the best in sound educational thinking of today.

The author writes in great detail and develops every aspect of the good church-school program from planning the environment through working with parents. She stresses the point that for many parents, the weekday church nursery school or kindergarten is the first school contact and should therefore be of superior quality.

Miss Newberry helps the reader understand how to set standards for such a school. She gives detailed lists of necessary equipment for the operation of a good church school, provides a bounty of sources and references, and devotes a great portion of her book to the understanding of children. Her book is dotted with specific helps for teachers, such as poems and songs to try, stories to use, sample forms and records to work from and addresses from which filmstrips, films and other material may be obtained.

With current interest in religious education as high as it is, this book is timely and makes a distinct contribution to the concept that basic religious values are the same as the values held precious by all people working with children. This book has been needed for a long time. It contains something of value for all nursery and kindergarten teachers.—J.A.S.

Among the Magazines

Editor, JULIA MASON HAVEN

MATCHING QUANTITY WITH QUALITY IN EDUCATION. *By John Ivey, Jr. Education Research Bulletin of Ohio State University (Sept. 1960).* Three elements in education are raising questions today: (1) the quantity of students to be taught in the coming years; (2) the quality of education; (3) research and development as it relates to matching the quantitative achievement through new resources.

Colleges will double the student population by 1970, and another wave of children will hit the elementary and high schools by 1980. What kind of imaginative planning can we make to meet the quantities? According to the writer there are blocks to qualitative achievement: a curriculum cultural lag because realities outside of school happen faster than within school and a curriculum created for a long period of use needs "pruning." An interesting point raised by Mr. Ivey is that students starting school now will live most of a lifetime after 2000 A.D. Can we learn now to adapt to those realities?

We have not yet solved the best ways to use teachers nor have we learned to better the organization and administration of education at all levels. One solution, according to the writer, is closer cooperation among administrators, finance and educational technology of political and public administrative context.

CONFLICTING ASSUMPTIONS IN THE TEACHING OF ENGLISH. *By G. Robert Carlsen. The English Journal (Sept. 1960).* Although this article was written with special concern for students at the high school and college level, the content seems pertinent to teachers of all levels who are concerned with improvement of the teaching-learning process of the language arts.

The author presents seventeen assumptions more commonly made about the teaching of the language arts and takes the two extremes of each assumption, calling them: (1) traditional—meaning that the language arts are a skill; (2) modern—meaning that the lan-

guage arts as an art must be developed from within. He continues his definitions by saying that traditional assumptions concerning this field are held by a majority of the teachers in the United States. Assumptions growing out of research and theory, which the writer calls "modern," have growing numbers of people practicing them. Both assumptions cluster around several important ideas, but each develops its own aspects.

He concludes by stressing a need for discussion of *basic beliefs* of teaching the language arts rather than so much talk about method and technique. This seems an article worthy of careful reading by teachers of all grade levels.

NATO AND THE UNITED NATIONS. *By Ross N. Berkes. Current History (Sept. 1960).* My first comment concerns the publication itself. This monthly magazine of world affairs, containing no advertising, was founded by the *New York Times* in 1914. Almost every major university in the United States has been represented on the editorial

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board and staff of this publication. This particular issue was completely concerned with the United Nations and related organizations, and because so much current history is in the making this seemed appropriate to tell our readers.

Every article in this issue discussed an issue of national and international importance. Mr. Berkes' article was selected because it explained in direct and clear terms the relationship as well as the contribution of NATO to the United Nations and the United States. The role of this organization has been a topic of favorable as well as unfavorable comment for so long that an objective discussion was most significant. Most classrooms today are spending some time in the discussion and clarification of current events. The informative material in this publication might become significant in each school.

HOW TO TAP COMMUNITY RESOURCES FOR YOUR SCHOOLS. *School Management* (Sept. 1960). "Most schools are squandering one of their best and least ex-

pensive resources—the talents available in their own communities." The city schools in Nashville, Tennessee, through a carefully structured program, are taking advantage of all these free materials. Combined efforts of school personnel and community leaders defined seventeen areas of community life that the schools might study. A four-step approach to developing materials for their selected groupings was devised; and finally a bulletin was prepared for Nashville's teachers, listing available resource persons in the community by subject areas.

The success of the program was indicated by the response of teachers on all grade levels and the interest it aroused in the community. "We reached a great many people who had never before been touched by our educational program. I think that their interest in our schools increased as a result."

According to William H. Oliver, superintendent of schools in Nashville, this is to the advantage of public education in general. He says, "The more the people get to know about their schools, the stronger their support of the school program will be. The result: A better education ultimately for their own children."

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TECHNOLOGY AND THE INSTRUCTIONAL PROCESS. By James D. Finn. *Phi Delta Kappan* (June 1960). Technological innovations have placed us at the threshold of new vistas in educational change. Finn poses theoretical and practical questions which stimulate thought in a dynamic fluid state of education.

The industrial revolution revolutionized industry but did not affect education. However, due to the advent of mass instruction technological devices or "self-instructional devices" we are now at the impact stage of an educational revolution. "The time was ripe. There was a shortage of teachers: education and educationists were under fire from all sides; Neo-Technocracy was turning its attention to education; the race with Russia was underway; the natives were restless indeed."

Finn discusses the new technological devices—their impact and the possibilities of social change, poses practical questions, and speculates upon the answers. "... let us suppose ... new audio-visual machines are placed in every public library in America; and that, at the conclusion of the instructional period,

students report to designated centers where the Educational Testing Service examines them and certifies them to the colleges of their choice. Think, for a moment about that one. It is now possible not only to eliminate the teacher but the school system."

Greater emphasis will fall upon audio-visual education and concepts may need to be re-defined. New problems will beset curriculum people. "If the future is an adventure, it is an adventure because of technology . . . the reward of civilization is the freedom provided by technology and the opportunity to make the right choices. . . . The 'good old days' are gone . . . the days of the future will be better."

THE MATERIALS AND DIAGNOSIS OF READING PROBLEMS. *By Jeannette Veatch. The Reading Teacher (Sept. 1960).* "In an individualized pattern of instruction reading problems are usually discovered during the individual teacher-pupil conference." Improvement of reading skills can take place not only in groups but also in pairs and individually when opportunity arises.

Less stress should be placed upon basal texts and more upon individual needs. Selection of material for usage can stimulate and motivate desire and learning. ". . . A fundamental difference between individualized reading and a basal system is the requirement of repetition in the latter of the same material by the same children. Not so in an individual approach. Even in this paper children may have to repeat a stage, but not the material used at that stage."

"Problems arise when children falter on certain steps. The relationship among materials, diagnosis, and development is the emphasis I wish to make."

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Over the Editor's Desk

Dear Readers:

You may think this "thesis" an unnecessary aftermath to Christmas. To me, it is a follow-up of the "Impression and Expression" theme of the December issue of CHILDHOOD EDUCATION.

While teaching a second grade many years ago, I made the observation that when children have experiences—rich experiences which draw on all their senses, as the holiday season does—it follows that children want to express these experiences in many ways. Motivation is hardly necessary, for the desire for expression lies close to the surface and opportunity to express is what is needed.

It is essential that we wait until *after* the impressions have been made and bide our time for expressions to come as naturally as possible. If we rush children into making drawings (or make up Christmas stories without first saturating them with many stories or making holiday decorations or gifts before taking them to shops for many ideas) we are likely to see the results one teacher saw when she asked the class to draw farm animals *before* their trip to the farm. Danny drew a picture which misplaced the cow's udders. The teacher made no comment when she saw it. Upon return from the farm, Danny retrieved his drawing and corrected it. He explained, "I put 'the milkers' in the wrong place."

How would Danny have drawn a cow had he first been to a farm? What do we do to children's expressions when we give them too little information, provide no or meager experiences as a base to information? Children are anxious to please their teachers; they readily comply with their wishes albeit their concepts are inaccurate and, in general, their experiences sparse.

One January after the holidays were over, I was interested to see what would be the carry-over from Christmas, being a firm believer in using all rich experiences for classroom learning. That first morning the children brought their favorite toy—a train, a plane, a cash register or a doll (and in those days the "storybook doll" was popular). The girls proudly showed each other their storybook dolls. The next day even more dolls were brought to school. This may be attributed to

the fact that the dolls present that first day had turns "to read" from charts and books. When the room seemed literally filled with dolls, Susan suggested we have a Doll Show and invite other classes in to see them. This was met with enthusiasm and the doll "mothers" began making neat labels in manuscript for all the kinds of storybook dolls. They were especially legible, for others were to read them.

I digress to say that in a writing and spelling lesson the class had already recorded the fact that many toys had been brought to class. This report became one of the pages for the activity book. Many new spelling words came from these records which now became part of our spelling list.

The boys shared their trucks and planes while playing outdoors in the sandbox. But it was the toy cash register which suggested to Bruce that we might have a toy store. (I had already based arithmetic lessons on what change the storekeeper would take out of the toy cash register.) At work time Dick announced he could make a truck like his Christmas truck and Tommy found materials to make a telephone.

In the planning and work times to come, there was much to do. Dick's truck was most successful, and he enjoyed the limelight so much he was eager to have it continue. And well he deserved it, for he had been one of the "slow bloomers" as far as reading was concerned. I suggested that he make up a story about his truck. *Little Toot*, the tugboat, had found its way into many typed stories and been the subject for a series of large (6' x 5') colored chalk pictures, while the children retold the story. If *Little Toot* could be a character in a story, why wouldn't a truck be a good subject for a make-believe story? This was a legitimate way to keep the words of praise showering on Dick. "There's no success like success"—for praise had spurred Dick to produce a good story. William H. Kilpatrick would label this "concomitant learning."

The dolls, too, became the subject of many paintings—dolls hand-in-hand, dolls gaily dressed, dolls with long golden curls. They were the loveliest paintings this group had ever painted! My job as "encourager" of these expressions was to keep the paints mixed in bright colors, to supply extra large sheets of paper for something special, on occasion to supply large *colored* sheets, and, of course,

admire each drawing and painting. Folded unprinted news sheets were kept on hand to dip into water for colored chalk drawings. (Colored chalk went on wet paper so rapidly that a great deal could be accomplished in a short time.) In fact, the paintings were so beautiful I could not bear to destroy those they permitted me to keep. To this day, they are mounted and part of a collection of children's art work. They have been shown in teacher's classes and parent groups many times. The last things to be piled in my car when I drove across the continent to Washington, D. C., they have been used a number of times.

You might wonder if I believe in taking down the classroom holiday decorations, filing the mounted Christmas pictures, storing the Christmas scenes and calling a halt to carols, Christmas stories and dramatizations, yet encouraging other post-Christmas activities? The answer is "yes," because the pre-holiday activities *build impressions* which lead to Christmas festivities, which deeply involve the child. The child has brought his whole self to

bear into this experience; all phases of his development have been nurtured; he has grown socially, emotionally, physically and intellectually. This experience has had possibilities of being complete for him. It would therefore be an unfinished experience if it were "chopped off" before it had run its full course of expression.

Do we not need to question our bringing the richness of Christmas to an abrupt close? Why should we hinder the natural expressions which the spirit of Christmas has brought about? Are we implementing all we know about children and the carry-over of their experiences? Why not let the spirit of Christmas live on into the New Year?

May your New Year be one of doing for others!

Sincerely,

Margaret Rasmussen

NEXT MONTH

"Children Work with Skills" in the February issue attests to the fact that we have by no means deserted the skills. Contributors delve into discussion of a number of skills—as many as space permits.

According to Marcillene Barnes, Grand Rapids Public Schools, Michigan, "skill" is anything that the individual has learned to do with ease and precision. "Style" is also brought out in her editorial, "Skills with Style."

"To Write or Not Write" is the question for kindergartners. Neith Headley, University of Minnesota, Minneapolis, gives her viewpoint.

Virgil E. Herrick, University of Wisconsin, Madison, tells the place of manuscript and cursive styles of writing in elementary schools and supports it by research. He describes the transition from manuscript to cursive writing.

The long-awaited article, "Introducing Maps—a Skill," is here. Edna S. Mitchell, William Jewel College, Liberty, Missouri, says the weight of responsibility to teach children the skills necessary for interpreting global events falls heavily on schools. Maps and globes are basic tools used in social studies, and these teaching tools are used when children first come to school. Many photos graphically help to bring out details of the skill.

"Listening as a Skill" is written by Lucile Cypreassen, University of Nebraska, Lincoln.

Also look for "Concerns for Children Are World Wide," follow-up of White House Conference on Children and Youth, news, reviews, and "Over the Editor's Desk."

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